



Academic Handbook
Fort Scott USD 234

Board Approved July 2022

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USD 234 Assessment Guidelines

Kansas Assessment Program (KAP)

USD 234 will follow the KSDE guidelines for participation in the KAP.

The Assistant Superintendent will serve as the District Test Coordinator (DTC), and each building principal will designate a Building Test Coordinator (BTC). The DTC will provide annual Test Security and Ethics Training to all BTCs. BTCs will be expected to provide training to all building staff who will be involved in testing, at a minimum. This includes but is not limited to classroom teachers in tested content areas, building administrators, paraeducators, SPED teachers, student teachers, Student Support Center staff, or any other district staff member who would be in the room while students are testing. The district would encourage all staff to receive the training, as this could prove beneficial in a staff member's absence.

Testing accommodations for students with an IEP, 504, ILP, or SIT are available. The classroom teacher should have knowledge of student testing accommodations, as listed in any active learning plan. The DTC will request all testing accommodations prior to January 1, as this will allow the appropriate documentation to be completed and submitted to KSDE.

If a teacher is requesting the text-to-speech accommodation (math, science), there must be documentation that the student is at least a grade level below in his/her reading abilities and that the student is receiving read aloud accommodations on a regular basis in the classroom. If a teacher is requesting the text-to-speech non-visual accommodation (reading), the appropriate form and documentation must be submitted according to KSDE guidelines. This accommodation requires that the student be at least two (2) grade levels below in his/her reading ability, receives regular text-to-speech supports, has an individualized plan in place, and has specific interventions in place to address his/her reading-based disability. The district must also meet any additional requirements for this accommodation, as required by KSDE. It is the shared responsibility of the SPED and classroom teacher to ensure that the appropriate accommodations are submitted for each student. The DTC will ensure that the test accommodations are updated annually, and the BTC will ensure that the appropriate accommodations are in place prior to the beginning of the testing window.

Kansas State Assessments will be administered to:

Grades 3-8, 10 – Mathematics

Grades 3-8, 10 – English Language Arts

Grades 5, 8, 11 – Science

Grades 4, 7, 11 – Social Studies

MAP Growth Assessment

The MAP Growth assessment will be given to USD 234 students to assess individual growth. The responsibility of administering this assessment will be that of the classroom teacher. The BTC will work with building staff to ensure that the MAP assessment can be given during the district assigned testing window.

Testing accommodations for students with an IEP, 504, ILP, or SIT are available. The classroom teacher should have knowledge of student testing accommodations, as listed in any active learning plan. The read aloud accommodation will not be available on the reading assessment, as the purpose of this assessment is to determine true ability and growth for all students. The individual creating the testing session is responsible for identifying and inputting student accommodations.

USD 234 will also administer the MAP Growth assessment, as follows:

K-2 Growth Assessment:

Kindergarten – Spring Assessment – Math & Reading

1st Grade – Fall & Spring Assessment – Math & Reading

2-5 Growth Assessment:

2nd – 5th Grade – Fall & Spring Assessment – Math & Reading

6+ Growth Assessment:

6th- 10th Grade – Fall & Spring Assessment – Math, Reading, & Science

11th-12th Grade – Fall & Spring Assessment – Math & Reading

FastBridge

USD 234 will utilize FastBridge as a Social Emotional (SE), Multi-Tiered System of Support (MTSS), and Dyslexia screen. Students who are identified as in need of support will be provided with interventions to support individual growth in designated areas of need.

Assessments and supports will be reevaluated annually or upon changes in the KSDE requirements, whichever is more frequent. USD 234 will adhere to the Dyslexia Handbook, KSDE approved April 2021, and begin the implementation of MTSS and SEL according to KSDE guidance.

FastBridge Screeners will be administered to:

Kindergarten-1st Grade – Fall, Winter, Spring – Early Reading, Early Math, SAEBRS

2nd-8th Grade – Fall, Winter, Spring – FASTtrack Reading, FASTtrack Math, mySAEBRS, SAEBRS

9th-12th Grade – Fall, Winter, Spring – FASTtrack Reading, mySAEBRS, SAEBRS

Follow up assessments must be administered as required by the dyslexia mandate and by individualized student needs.

District Testing Calendar

A district testing calendar will be provided to staff prior to September 1 by the Assistant Superintendent. Should a building have a conflict with the testing calendar, this should be shared with the BTC and the DTC as quickly as possible to try to identify a solution.

USD 234 Curriculum Guidelines

Curriculum Council Organization

Purpose – The Curriculum Council reviews requests and recommendations for curriculum changes from teachers, administrators, or subject matter curriculum committees. It is the duty of the council to make sure the district is adhering to the state standards. This also includes the adoption of new resources and implementation of those resources.

Membership – The council is composed of all district administration and instructional coaches.

Procedure – The curriculum revisions that are approved by the Curriculum Council are sent to the Administrative Council for their consideration. The Administrative Council is composed of all district administrators who meet at scheduled times throughout the school year at the central office.

The curriculum revisions and resource recommendations that are approved by the Administrative Council are then sent to the Superintendent and, when needed, to the Board of Education for final approval.

Subject Matter Committee Organization

The Subject Matter Curriculum Committees are composed of the teachers and administrators who develop, refine, and improve all phases of the curriculum process for their particular subject areas.

These committees meet as needed during the school year. A committee may make recommendations for curriculum changes to the Curriculum Council through its chairperson.

Curriculum Changes

Process for Adding, Modifying, and Deleting Curriculum Items

1. Begin the process for any curriculum changes (core resource, supplemental resource, unit/module order, etc.) by filling out the Curriculum Change Form. Recommended changes need to have been discussed and approved by the grade level or content area team.
2. The building principal will approve or reject the recommended change as recommended by the team.
3. Approved changes will be submitted to the Assistant Superintendent for approval.
4. Assistant Superintendent will make a presentation to the Curriculum Council for the proposed change.
5. Final approval is with the Administrative Council.
6. The Assistant Superintendent will request, as needed, or report all changes to the Board of Education.

Curriculum Change Form

Step 1 – Grade Level/Content Area Team

Subject matter area: _____

Person/Group requesting change: _____

Are ALL teachers in the grade level/content area aware of this request? Yes No

Suggested changes (include cognitive levels, standards, and units/modules to be addressed): _____

Reason for change: _____

Comments: _____

Signatures of all present when decision was made:

Name: _____ Role: _____ Date: _____

Name: _____ Role: _____ Date: _____

Name: _____ Role: _____ Date: _____

Name: _____ Role: _____ Date: _____

Name: _____ Role: _____ Date: _____

Name: _____ Role: _____ Date: _____

Name: _____ Role: _____ Date: _____

Name: _____ Role: _____ Date: _____

Name: _____ Role: _____ Date: _____

Name: _____ Role: _____ Date: _____

Step 2 – Building Principal

Document submitted to building administrator

Comments: _____

Building Principal Signature: _____ Date: _____

Step 3 – Assistant Superintendent

Document submitted to Assistant Superintendent

Comments: _____

Assistant Superintendent Signature: _____ Date: _____

Step 4 – Curriculum Council

Committee action taken: _____

Assistant Superintendent Signature: _____ Date: _____

Step 5 – Administrative Council

Committee action taken: _____

Superintendent Signature: _____ Date: _____

District 5-Year Curriculum Plan

2021-22

- Initial training for Professional Learning Communities
- Design time for PLC in the 2022-23 calendar
- Restructure teams for subject alignment

2022-23

- Identification of Essential Standards – What do we want students to know?
 - Establish nonnegotiables for each grade level
 - Ensure learning and mastery opportunities for all students on these concepts
 - Ensure that pull-outs do not occur during essential learning time
 - Review in grade bands
 - Submit annual revised annual mapping to the Assistant Superintendent
- Work in Professional Learning Communities to begin refining Common Assessments – How do we know that students know it?
 - Ensure alignment of Common Assessments and Essential Standards
 - Ensure testing protocols are established
 - Create expectations for reteaching and retesting
- Data analyzed to identify instructional areas of concern
 - Identify concepts with less than 80% mastery
 - Identify concepts with less than 50% mastery

2023-24

- Address Instructional Areas of Concern from previous data
- Review Essential Standards and refine as needed
- Vertical review of Essential Standards across the district
- Unit Planning with an Emphasis on Cross-Curricular Activities and Project-Based Learning Opportunities
- Focus on interventions

2024-25

- Lesson Planning with an Emphasis on Differentiated Instruction
- Unit Planning with an Emphasis on Cross-Curricular Activities and Project-Based Learning Opportunities

2025-26

- Reassess Local Assessment to Ensure Alignment to State Standards and District Goals
- Lesson Planning with an Emphasis on Differentiated Instruction

*Plan will be modified as needed

Textbook/Resource Change or New Adoption Process

Textbook revision and/or new adoptions will be on a seven-year cycle.

2022-23	Science
2023-24	Social Studies
2024-25	Preschool
2025-26	Reading/English Language Arts
2026-27	
2027-28	Mathematics
2028-29	Computer Technology/Business/CTE

*Fine Arts, Music, Art, Speech, Drama, PE, Debate, and Forensics were transferred to an annual supply budget due to nature of the needs of these departments.

The following procedures are general guidelines to follow:

1. In January, prior to the year that your subject area textbook adoption is due, the chairman of the subject area, with assistance from the Assistant Superintendent, will gather sample textbooks for preliminary examination. The entire subject matter committee should be involved in the previewing.
2. In the fall of the adoption year, each grade level will participate in a pilot of materials. The building principal will work with grade level/content area team members to determine the level of participation.
3. By February 1 of the adoption year, the final selection of textbooks should be made.
4. The completed Application for Textbook Change or New Adoption, with committee's choice for textbook approval, is submitted.
5. The Curriculum Council will then meet to approve, with final approval by the Administrative Council. The councils will work to create and maintain a cohesive approach to resources and materials for the district. This may create situations when the council chooses to select a resource that will address the needs of the whole district over the preference of a particular building, department, or grade level.
6. Upon final Board of Education approval, textbooks will be ordered July 1. When teacher editions arrive, teachers will be notified to secure a copy for study over the summer.

Application for Textbook/Resource Change or New Adoption

Subject _____

Title of Textbook _____

Copyright/Edition _____ Publisher _____

Cost of Book _____ Cost of Materials _____

How many benchmarks are contained in the textbook? _____ How many are not? _____

Reading level according to Fog/Fry _____

To be used for which grades _____

Group to be using text: Above grade level On grade level Below grade level

Total number of print books needed _____ Total number of digital books needed _____

Total number of students accessing the materials _____

Person making request _____ Date _____

Comments _____

Principal Signature _____ Date _____

Comments _____

Assistant Superintendent Signature: _____ Date: _____

Comments _____

Curriculum Council action taken: _____

Assistant Superintendent Signature: _____ Date: _____

Administrative Council action taken: _____

Superintendent Signature: _____ Date: _____

Appeal Process

If a curriculum change of any kind is denied and the person or grade level/content area feels the change is justified, the party or team should:

1. Complete the Appeal Form.
2. Submit the completed Appeal Form to the Director of Academics.
3. If the appeal is approved, it will go to the Administrative Council for final approval.

*Every effort should be made to complete this process prior to July 1 and the ordering of materials.

Appeal Form

Date: _____

Subject matter area: _____

Personal/team making appeal: _____

Nature of appeal: _____

Reason for appeal: _____

Curriculum Council action: _____

Assistant Superintendent Signature: _____ Date: _____

Administrative Council action: _____

Superintendent Signature: _____ Date: _____

USD 234 Dyslexia Guidelines

Definition

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reducing reading experience that can impede the growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002, and the Kansas State Board of Education, November 2020.)

Screening

The early identification of individuals who struggle to read, have characteristics of dyslexia or which dyslexia, which includes early intervention, will have significant impact on their future academic success. Screening tools allow teachers to predict which children are at risk of reading difficulty before they begin learning to read.

Screening measures are usually brief assessments of skills that are highly predictive of a later outcome. Screening should quickly differentiate students into groups – those who need targeted intervention and those who do not. A screening measure needs to focus on specific skills of reading.

Universal screening is conducted to determine a student's risk for reading difficulty and the need for possible instructional intervention. Once the universal screening is complete, the data is to be analyzed for areas of weakness as it relates to reading competencies. If areas of weakness are identified, then an informal diagnostic may be administered so that a data-based intervention plan can be created to address the identified weakness(es) in reading. If a student has an intervention plan, then ongoing progress monitoring assessments should be conducted to evaluate the impact of the instruction and the student's achievement towards reading goals.

Universal Screeners

Universal screening tools are quick and targeted assessments of district skills that indicate whether students are making adequate progress in reading achievement. Universal screeners are to be administered to all students in kindergarten through 12th grade at a minimum of three times per year and serve as your progress monitoring tool for all students.

The results of the screening conducted in schools should be utilized to determine each individual students' needs for immediate and timely intervention as recommended by the Kansas Multi-Tiered System of Supports. Students who score below benchmark on the screening tool may need to be further assessed in the skills listed below:

- Phonological awareness
- Phonemic awareness
- Sound-Symbol recognition
- Fluent word recognition
- Nonword reading (pseudo word reading)
- Decoding skills
- Spelling
- Oral reading rate (second grade and above)
- Oral reading accuracy (second grade and above)

Schools should consider gathering additional information if a student performs below benchmark expectations. This includes other progress monitoring data, work samples, formative literacy assessment data and other assessment data which assesses the skills listed above.

Individuals who interpret the screening tool must be a classroom teacher who has a valid Kansas teaching license for kindergarten through sixth grade or an individual who has a valid reading specialist endorsement. It is considered best practice that the individual who administers the screening tool be the student's classroom teacher.

Interpreting Screening Results

The purpose of screening is to help identify, as early as possible, the students at risk for dyslexia or other reading difficulties so that targeted intervention can be provided. Screening alone will never improve outcomes for students. The screening must lead to effective instruction for it to be useful. The next steps are broadly categorized as: continue with core instruction, implement targeted intervention, and/or refer for evaluation.

It is important to remember that there is no definitive test score that invariably identifies dyslexia. Dyslexia is a neurobiological disorder that exists along a continuum of severity. This makes the identification of dyslexia more challenging than identifying other forms of disability.

As with any assessment tool, it is important that schools administer and interpret the screening tool with fidelity. Screening tools use norm-referenced criteria to establish cut points derived by the publisher of the tool. Cut points are used to group students into categories (e.g., at risk or not at risk) based on the results of the screening tool. All accredited Kansas schools must adhere to the cut points established by the published screening instrument.

For students who are identified as having reading difficulties or at risk for dyslexia, the school should provide targeted intervention provided by the appropriate staff as determined by the district. Individual districts may use instructional aides or paraprofessionals in this role only if these instructors have received specific professional development on the skill deficit and intervention protocols. It is important to note that the use of a tiered intervention process, such as the Kansas MTSS process must not be used to delay or deny an evaluation for a suspected learning disability especially when parent or teacher observations support this.

Considerations for English Language Learners (ELs)

Another factor to consider when interpreting screening results is the student's linguistic background. The nature of the writing system of a language impacts the reading process. This impacts the identification of students with dyslexia in languages other than English. Assessments for dyslexia in linguistically diverse populations must differentiate language disadvantages from reading difficulties. Transparent written language has a close letter/sound correspondence. Since English is an opaque language, one with a more complex phoneme (sound) grapheme (letter) correspondence, learning the English writing system can be challenging for English Language Learners (ELs). Teachers must recognize the first language impact of their ELs students when acquiring the English opaque language system.

Evidence-Based Reading Instruction

A series of studies have substantiated that good teachers, effective teachers, matter much more than the particular program or materials. Expertise matters when it comes to effective reading instruction. Exemplary teachers routinely provide reading instruction which is explicit, systematic, multisensory and executed in a gradual release format. The skilled teacher should deliver instruction to dyslexic students in such a manner until skill automaticity is reached.

The Structured Literacy Framework

The International Dyslexia Association (IDA) defines what all teachers of reading need to know and be able to do to teach all students to read proficiently. In the IDA Knowledge and Practice Standards for Teachers of Reading outlines standards for classroom teachers. Please refer to this resource for more detailed information regarding the complex skills surrounding being a skilled, effective teacher of reading.

Structured literacy is instruction that is:

- Explicit
- Systematic
- Cumulative
- Multisensory

This type of intervention emphasizes the structure of language including the speech sound system (phonology), sound/symbol association, the writing system (orthography), the structure of sentences (syntax), the meaningful parts of word (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. Multisensory instructional strategies involve simultaneous use of visual, auditory, tactile-kinesthetic sensory systems and/or articulatory motor components while linking, listening, speaking, reading, and writing. For students with dyslexia, characteristics of dyslexia, or for struggling readers, instruction in structured literacy plays an essential role to develop the skills needed to be a successful reader.

Reading Intervention Recommendations

While teaching in an intervention setting, the instruction provided to the struggling reader should have the following evidence-based practices for effectiveness:

- Fidelity to instructional protocols of programming.
- Explicit and direct instruction.
- Scaffolded instruction which includes a gradual release of responsibility (I do, we do, you do).
- Frequent opportunities to respond.
- Sufficient questioning and check for understanding.
- Frequent opportunities for skill practice.

Intervention instruction should match the individual student's reading deficits, and additional informal diagnostic tools may sometimes be used to determine where, within the reading continuum, the student continues to struggle. These groups receive a carefully selected evidence-based curriculum designed to address the specific skill deficits, and progress is monitored to determine if and how the student is responding to the intervention.

Reading intervention at the secondary level begins with common instructional strategies across content areas for ALL students. When an adolescent demonstrates below benchmark comprehension skills, the problem-solving team administers an oral reading fluency probe to determine if the student's issues are at the word reading level (inaccuracy and/or dysfluency) or if the issue exists primarily in the areas of vocabulary and comprehension. Secondary students who are struggling readers or at risk for dyslexia require instruction with a focus on parallel tracks; they need instruction to close the gap with their reading deficits and scaffolding and differentiation for access to their core content classes.

Progress Monitoring

Intervention assessment data, gathered through the progress monitoring tools of your universal screener, reveals how students have performed on skill progression. The intervention process is entirely driven by data, characterized by increased intensity and individualization of reading deficits. Progress monitoring is a key component of an intervention plan. Prior to delivering the intervention instruction, school teams should develop a progressing monitoring plan which outlines the progress monitoring instructional tool, student goal, and frequency of data collection and review. During delivery of the intervention instruction, educators should collect and graph frequent progress monitoring data. After sufficient data is collected, it is graphed and evaluated against the student's instructional goal to determine whether the student is making satisfactory progress. If progress toward the student's

instructional goal is evident, the teacher continues to implement the intervention. However, if the student's progress is unsatisfactory, the teacher should consult with team members to determine how to intensify or change the instructional intervention.

All accredited schools in Kansas should continue to monitor students for common risk factors of dyslexia. Screening three times per year provides that first level of progress monitoring. However, students who are receiving Tier 2 or Tier 3 supports need to receive more frequent progress monitoring. Evidence and research strongly suggest districts use the same assessment system to progress monitor as they use for screening

Ongoing progress monitoring allows educators to assess student academic performance in order to evaluate student response to evidence-based instruction. Progress can be monitored weekly, but no less than one time per month. Progress monitoring probes can be general outcome measures, such as those used for universal screening, or skills-based measures that focus on a specific set of skills that will be taught in the intervention setting.

KSDE recommends progress monitoring measures for grades kindergarten through 12th grade as referenced in the table below:

Grade	Possible Progress Monitoring Measures
Kindergarten	<ul style="list-style-type: none">•Phoneme Segmentation•Letter Sound Fluency
Grade 1	<ul style="list-style-type: none">•Letter Sound Fluency (real-word reading)•Nonsense Word Fluency•Oral Reading Fluency (connected text)
Grades 2 - 12	<ul style="list-style-type: none">•Oral Reading Fluency (connected text)

Once sufficient data has been gathered, grade level teams should be able to evaluate whether the student is not only making progress, but whether they are making enough progress to close the gap in achievement with peers. Those progress monitoring data points should be evaluated on a graph. Most assessment systems provide that graph as progress monitoring data is entered and will begin to generate a projection or trend line. Generally, trend lines fall into three categories: inconsistent data, making progress or not making progress.

If the data is wildly inconsistent, the team may want to consider the validity of the data, as well as giving the intervention a little more time so a trend line can be established.

Students who are making good progress with an intervention are a cause for celebration! Closing the gap for a student's reading is a change in that child's trajectory.

Screening Flowchart

Subtest Skills Defined – pg 1

Subtest Skills Defined – pg 2

Critical Screening Elements

USD 234 English to Speakers of Other Languages (ESOL) Guidelines

Home Language Survey

A home language survey should be completed for every student/family upon district enrollment.

English Language Proficiency Assessment

Any student indicating a language other than English, must be assessed for his/her English proficiency using a KSDE approved assessment, per the English for Speakers of Other Languages (ESOL)/Bilingual Education Program Guidance (KSDE, August 2020):

- The Language Assessment Scales (LAS)/LAS LINKS and Pre-LAS;
- The IDEA Proficiency Test (IPT) and Pre-IPT;
- The Language Proficiency Test Series (LPTS);
- The Kansas English Language Proficiency Assessment-Placement; or
- The QUI (Quick Informal Assessment) or CASAS (Comprehensive Adult Student Assessment Systems), IPT and TABE (Tests of Adult Basic Education) are acceptable assessments for adult learners.

Placement in ESOL Services

If one of the state-approved English language proficiency assessments determines that the student is limited in any domain of English proficiency (listening, speaking, reading, writing, or a composite of the four domains), that the student must receive ESOL services by a “qualified” teacher.

Under Kansas state statute 72-9501 (f) a “qualified teacher” means a person employed by a school district for its bilingual education program who is:

- A teacher qualified to instruct limited English proficient pupils as determined by standards established by the Kansas State Board of Education (KSBE) and who is so certified and endorsed by the KSBE; or
- A paraprofessional qualified to assist certified teachers in the instruction of limited English proficient pupils as determined by standards established by the KSDE and who is so approved by the KSBE.

Students who score “proficient/fluent” on the English language proficiency assessment used by the district to determine eligibility are not eligible for ESOL services and will be recorded in the Kansas Individual Data on Students (KIDS) system as “not an ESOL eligible student” (ESOL/Bilingual Program Participation field, code Blank).

The Building Leadership Team/Student Improvement Team recommendation can override the first criterion of the Home Language Survey. Student entrance into the program through this team decision would generate ESOL/Bilingual funding, if dated prior to September 20 count day. If the student qualifies for services, it is recommended that the school personnel communicate with the family and suggest they fill out a new Home Language Survey confirming that student has a history of a language other than English.

The Kansas state criteria to exit a student from an ESOL program:

- The state English Language Proficiency Assessment determines that the student scored “proficient” for one year.
- Building Leadership Team (BLT) or Student Improvement Team (SIT) recommends that the student be exited from ESOL services (explanation provided on the exit form) after one year.

The BLT/SIT recommendation can override the first criterion, allowing flexibility for cases in which a score of “proficient” for one year on the state English Language Proficiency Assessment is not appropriate for that student. Some students may not meet the exit criteria due to reasons that are not a result of limited English proficiency, that are noted in the student’s Individual Education Plan (IEP). The BLT/SIT, with Special Education (SPED) and ESOL representation, may decide to exit a student after one year, based on what is deemed by all on the team to be in the best interest of the student. This decision must be unanimous and all members of the BLT/SIT must sign that they agree with the recommendation. The BLT/SIT exit option is only intended to be used for those few cases where a student’s qualification for Special Education services prohibits him/her from taking a grade-level English Language Proficiency Assessment (or portions thereof) or from improving. It is not intended to be used for all students with an IEP.

Parent Notification/Rights

Under Title III, parents are to be notified (to the extent practicable, in a language that they understand) that their child qualifies for ESOL services within 30 days of the start of the school year. If a student enrolls after the start of the year, notification must be sent within two weeks of the student’s enrollment.

Parents have the right to withdraw their child from an ESOL program at any time by submitting written documentation to that effect. Students withdrawn from ESOL services are not exempt from taking the annual Kansas English Language Proficiency Assessment (KELPA).

KELPA

All K-12 English Learners (ELs) will take the KELPA in the spring. This includes students who qualify for ESOL services but for whom the district does not receive funding, and those ELs whose parents have waived ESOL services. Those students who are not KELPA tested in the spring for whatever reason (leaving the district, moving, etc.) must still be assessed annually for funding purposes.

Students move to *either* a transitional year for one year to continue EL services and then to monitored status or move to monitored states for the next two (2) years after scoring proficient *one year*. *Students on transitional year or monitored status will not take the KELPA.*

Although the annual assessment is only for grades K-12, three and four-year old enrolled preschool students still have a right to ESOL services as outlined in this document and the KSDE English for Speakers of Other Languages (ESOL)/Bilingual Education Program Guidance and following the same identification criteria.

Individual Learning Plan (ILP)

All ELs will have an Individual Learning Plan (ILP). This plan documents how the student scored on the proficiency assessment and lays out steps for ensuring the student is making progress throughout the year in attaining English proficiency. KELPA scores will be recoded on the plan at the end of the year. The plan also lists any accommodations or modification that the student requires.

The expectation is to continuously monitor the ILP throughout the school year and make instructional adjustments as needed. Use spring KELPA scores to determine whether the student is on track for making progress in English language proficiency.

Calculating Contact Hours

The building ESOL coordinator will be responsible for calculating and documenting student contact hours. Student contact hours should be reported to the district office prior to the week of September 20 count day.

Contact hours at the state level will be calculated using contact hours the week of September 20 count day. The bilingual contact time calculator can be found at: <http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/FiscalAuditing#AuditGuides>.

Professional Development

USD 234 will encourage participation in professional development offered by the Kansas State Department of Education (KSDE) or other organizations on ELs or cultural awareness. The EL population is a diverse group that is growing and changing quickly, and it is important to stay informed of the latest research, information, and methods of instruction.

HOME LANGUAGE SURVEY

Entrance Criteria for ESOL

Exit Criteria for ESOL

Sample Teacher/District ESOL Endorsement Plan of Study

Sample Teacher/Para Meeting Documentation

USD 234 Individualized Student Learning Plans Guidelines

Student Improvement Team (SIT)

If a student is not demonstrating growth or a teacher observes behaviors or habits of concern, the student should be recommended to the Student Improvement Team (SIT). This team will work together to determine opportunities for interventions to help ensure student success in the least restrictive manner. **SIT is not merely a streamline for students whom a team wishes to identify for special education.**

Each building will establish a Student Improvement Team which will be composed of a variety of members including, but not limited to, a classroom teacher, SPED teacher, counselor, and building administrator. Students referred using the SIT Referral form will be reviewed by the SIT team.

To complete a SIT referral:

1. Identify areas of concern
2. Begin to document classroom data and interventions
3. Once six (6) weeks of interventions have been accomplished, complete the Student Improvement Team Referral Form. Once complete, email this form to your building SIT Coordinator and carbon copy the building principal, school psychologist, and Director of Academics on the email.
4. The Director of Academics will create a shared folder for the student and include historical assessment scores to analyze student growth.
5. The SIT will meet and discuss the student of concern and brainstorm suggestions for interventions moving forward. Recommendations will be recorded on the SIT Proposal, which will be included in the shared student folder. Should the student be recommended for additional supports, those individuals will be included in discussions moving forward.
6. Any student in the SIT process will continue to be monitored on a regular basis. This documentation will be included in the shared folder to identify areas of improvement and those in which further interventions need to be explored.

USD 234 Student Improvement Team (SIT) Referral Form

Student Name: _____

Date of Birth: _____ Grade: _____ Referral Date: _____

Name of Parent(s): _____ Phone: _____

Speech/Articulation Referral	YES or NO
Academic Referral	YES or NO
Behavioral Referral	YES or NO

Describe concern(s): _____

Has the student been retained? Yes No If yes, what year/grade? _____

Attendance:

Number of schools attended to date: _____ Current number of absences this year: _____

Medical Data:

School hearing screening – Date: _____ Results: _____

School vision screening – Date: _____ Results: _____

Medications – Yes No Type: _____

Frequency: _____ Why: _____

Is there evidence of a gross or fine motor problem? Yes No

Parent/Guardian Contact:

Date	Person Contacted	Method of Contact	Results
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Are the parent(s)/guardian(s) aware of the SIT referral? Yes No

Describe the student's current performance (address only what is applicable to the student):

- Classroom Grades
- MAP Student Progress Report
- State Assessments
- PowerSchool Discipline Log
- FBA Data (Functional Behavior Assessment)
- FastBridge Screener – SEL MTSS Dyslexia

Describe Interventions which have been implemented:

Intervention: _____

Provided by Whom: _____ Start Date: _____ End Date: _____

Minutes per week: _____ Results: _____

Intervention: _____

Provided by Whom: _____ Start Date: _____ End Date: _____

Minutes per week: _____ Results: _____

Intervention: _____

Provided by Whom: _____ Start Date: _____ End Date: _____

Minutes per week: _____ Results: _____

Intervention: _____

Provided by Whom: _____ Start Date: _____ End Date: _____

Minutes per week: _____ Results: _____

Intervention: _____

Provided by Whom: _____ Start Date: _____ End Date: _____

Minutes per week: _____ Results: _____

USD 234 Student Improvement Team (SIT) Proposal

On _____, the building SIT recommended that a comprehensive evaluation through Special Service be proposed to the parents of _____ (student's name).

The team suggests that the following areas be evaluated:

- Health/Motor Ability** – PT/OT/Adaptive PE Teacher
- Vision/Hearing** – School Nurse
- Social/Emotional/Behavioral** – School Psychologist
- Communication** – Speech Pathologist
- General Intelligence Performance** – School Psychologist
- Academic Performance** – SPED Teacher

Signatures of SIT Members:

_____ (Classroom Teacher)
_____ (SPED Teacher)
_____ (Counselor)
_____ (Building Administrator)
_____ role: _____
_____ role: _____
_____ role: _____
_____ role: _____

USD 234 Professional Development Council (PDC) Guidelines

The goal of the district's professional development program is to ensure continuing improvement and enhancement of the district's programs of instruction. The district will provide opportunities for participants to engage in activities which lead to advancement of the instructional programs of the district and the advancement of the professional skill and knowledge of its professional educators.

The Professional Development Council will be representative of the certified personnel in USD 234 and composed of at least as many teachers as administrators. As member of the Southeast Kansas Education Service Center Regional Staff Development Consortium, we will abide by the Learning Forward Standards for Professional Learning, adopted by KSDE in April 2012, and the Kansas Professional Development Program Guidelines, revisions adopted by KSDE in November 2008. KSDE regulations allow individuals to earn points based upon three levels of demonstration: Knowledge, Application, and Impact. The regulations also stipulate that individuals must earn points in at least two of the three categories for license renewal: Content, Professional Education, and Service to the Profession. The Consortium and USD 234 goals address all three of these categories.

Knowledge level points are awarded on a one-point per hour basis provided the individual verifies that he/she has learned something as a result of the professional development activity. The individual must be able to answer the question, "What do I know now that I did not know before?" The individual will be awarded one inservice point for each hour of seat time. Evidence of participation must be kept in a Professional Development Personal file. Because Application and Impact points build from the Knowledge points, be careful to state in detail what you learned in Knowledge. This will help you if you want to work toward Application or Impact points at a later date.

Application level points are awarded based on the demonstrated application of the information gained at the knowledge level and for which two times the knowledge level points are awarded. The individual must be able to answer the question, "What can I do now that I could not do before?" The individual has applied what was learned over an extended period of time through classroom instruction; or the individual has applied what was learned over an extended period of time to specific programs such as curriculum, the assessment system, or staff development. The individual must create a documentation log to be shared with his/her building Request Manager and maintain evidence of the application in a Professional Development Personal file.

Impact level points are awarded based on demonstrated impact of the knowledge and skills acquired and for which three times the knowledge level points are awarded. The individual must be able to answer the question, "What is the result of my newly acquired knowledge and skill in terms of impact on students, other adults (i.e. mentorship) or program or policy development?" Positive changes in student learning are documented through aligned assessment results accumulated over an extended period of time; or positive changes in programs or policies are shown through documented results. The individual must create documentation to show the impact and share such evidence with his/her building Request Manager. Records must be maintained in a Professional Development Personal file.

For both impact and application points, discuss your intent with the instructional coach and administrator prior to demonstrating the activities required for points. This allows the educational leaders an opportunity to document your application and impact professional development and provide accountability.

When used for license renewal, inservice education points being used must have been earned during the five-year period preceding the application for renewal. For applicants whose highest degree is the baccalaureate degree, 160 inservice points are required for license renewal, and 80 of those points must be college/university credit. For applicants whose highest degree is a master's or other advanced degree, 120 inservice points are required for license renewal. One hour of college/university credit is equal to twenty (20) inservice points.

As members of the consortium, USD 234 will utilize the PDP Toolbox, a web-based online program at www.pdptoolbox.org. This program contains the individual development plans and the tools necessary to apply for and receive approval of inservice points.

Professional Development Council PDP Toolbox Guidelines

Once a building administrator has approved a request to attend a workshop or conference and the proper paperwork has been completed for the board office transactions, it is the teacher's responsibility to request learning and, subsequently points, in the PDP Toolbox. The following outline should help clarify the process.

- 1. Before the workshop a teacher should request "New Workshop Request." This is the USD 234 version of prior approval.**
 - a. Logon to the toolbox using the www.pdptoolbox.org address.
 - b. Click on "Your Account."
 - c. Click on "New Workshop Request."
 - d. Complete the "Request Leave" section by following the prompts by each section.
 - e. Complete the "Professional Development Information"
 - i. Goal – When you click on "Select Goal," you will be taken to another screen which lists the consortium goals and the building goals. Select the goal the workshop/conference support and click "Select Goal."
 - ii. Continue completing the remaining sections.
 - f. Complete the "Registration Information." Be sure to include all the requested information to allow Connie to complete the event registration.
 - g. Complete the "Hotel Information," if needed. If not, you can select "Remove Hotel" to delete this section.
 - h. Complete the "Vehicle Information," if needed. If not, you can select "Remove Vehicle" to delete this section.
 - i. Complete the "Substitute Information," if needed. If not, you can select "Remove Substitute" to delete this section.
 - i. Teachers are also responsible for completing a leave request within Weblink.
 - ii. If a substitute is needed, the teacher should ensure appropriate lesson plans are prepared for the time he/she is out of the classroom.

2. After the teacher has attended the workshop, he/she must request points.

- a. Logon to the toolbox. Click on "Your Account."
- b. The "Upcoming Activities" represent workshops/conferences that have received prior approval. Click on the appropriate activity.
- c. Check the date, points requested, and description – these should already be entered because of the process outlined above.
- d. Complete the Post Activity Information:
 - i. Evidence
 - ii. Reflection – This is a paragraph you must create that tells what you learned, what you plan to do with the learning, etc.
 - iii. Comments – This box is optional; you do not need to write a comment in this section of the toolbox on a regular basis. The comments should be limited to clarification from the PDC Committee if the request is sent back to you. The other exception would be to state that the workshop is a two-day, three-day, etc. workshop to clarify the number of points requested.
- e. Click on one of the following options:
 - i. "Save" will allow you to finish the request at a later time.
 - ii. "Submit for Approval" will send the request to the PDC.
 - iii. "Delete" will erase! Use this if you have requested points for an activity for which you have already been awarded points, made mistakes, etc.
- f. The next time you look at your transcript, this activity will have a red box until the Chairman has awarded the final approval. After the final approval, the box will change to green.
- g. **In order to make the process flow smoothly, points should be requested within one month following the inservice activity.**

3. Exceptions to the Process:

USD 234 has several activities that have been awarded automatic approval of points. Some of these activities are School Improvement Team meetings, Curriculum Committee meetings, PDC meetings, KNEA Executive Council meetings, etc. These meetings should always have a sign-in sheet that is sent to the PDC Chairman. If you have attended one of these meetings and wish to receive points, you simply "Request Points." There is no need to "Request New Learning" for these activities.

- a. Click on "New Points Request"
- b. Complete all the sections under "New Knowledge Level Activity"
- c. Complete "Additional Information"
- d. Complete "Post-Activity Information"
- e. Click on "Save Only" or "Submit for Approval"

For any teacher supervising a student teacher, ten (10) knowledge level points will be awarded. If the supervising teacher wishes to properly document actual time "teacher and/or planning with" the student teachers, he/she may be awarded more than ten points.

4. **Group Requests:**

From time to time you will receive "Group Learning" notifications from your building administrator or from the central office. This notification eliminates the necessity to "Request New Learning." These "Group Learning" invitations will not list the number of points. **After the event has happened, click on the activity and request points. You will need to be sure to enter the number of points earned.**

5. **Other Important Points:**

- a. Knowledge level points for workshops/conferences, etc. are awarded for actual seat time – no lunches, travel, etc. Often the paper certificate or email certificate lists more points than are actually earned. It is up to the teacher to request only the number of points that is equal to the time spent learning.
- b. If a teacher attends a workshop for college credit and receives ½ hour credit, he/she should request 10 points even though he/she may have spent only six (6) hours in learning time. Because a teacher has paid for college credit, the corresponding number of points needs to be listed on the toolbox. When applying for a new teaching license, both the college transcript and the PDC transcript must be sent. The State Department will cross-reference these documents to ensure that no one receives points and college credit for the same course.
- c. College credit courses must be entered into the toolbox as knowledge level activities in order for teachers to apply for application and impact points based on that learning. Please see a PDC member if you need to know more about application and impact points.

6. **Professional Learning Communities:**

PLCs are now an integral part of our USD 234 school improvement process. Building principals will be asking every teacher to participate in PLCs during the school day; these meetings will not be approved for inservice points as they are considered a normal part of the teaching responsibility like faculty meetings, IEP meetings, team meetings, etc. However, when the building principal makes arrangements for teachers to work in PLCs during the summer, teachers may request points. These situations will require notification from the building principal to the PDC Chair and sign-in sheets for the participating teachers.

7. **Expiration Date:**

The "expiration date" shown on the toolbox is a default date unless the teacher has previously changed it. The teacher's specific certificate/license expiration date must be entered to allow Greenbush to create proper transcripts when requested. Once the correct date of expiration is entered, it will remain until the teacher changes it at the time of the next licensure. It is the responsibility of the teacher to ensure they are aware of their license expiration date, complete the necessary steps to be eligible for renewal, and submit the appropriate paperwork and fees in a timely fashion to ensure their license does not expire.

Types of Requests and Requirements

Knowledge Points -

- A reflection of a minimum of 3 sentences will be **required** for all activities.
- If requesting points for a college class, please attach the syllabus at a minimum.
- Encouraged to include an artifact if a topic that may be applied.
 - Certificate of completion
 - Notes
 - Handouts

Application Points -

- Artifacts related to the original activity (knowledge request).
- Proof of hours of implementation
 - Should correlate to the number of points being requested, 12 points = 12 hours
 - Proof may include
 - Admin observations
 - Video recording of implementation
 - Journal entries
 - Student samples
 - Other documentation

Impact Points -

- Detailed reflection of the process of application and the results found.
- Data to support the impact of the implementation.
- To be requested, a significant change in student performance should be documented, related to personal goals discussed with admin, and established in the PDP Toolbox.

Timeline for completion of PD points requests:

- Fall Semester Point Requests - to be completed by January of the following year
 - Example: Points from August to December 2022 must be completed by January 31, 2023.
- Spring Semester Point Requests - to be completed by July of the same year
 - Example: Points from January to May 2023 must be submitted by July 31, 2023.
 - Summer PD may be submitted with the Fall Semester, however if you want it for consideration for salary movement, it must be submitted by August 15 of the current year.
 - Example: Summer 2022 points, June to August, must be submitted by January 31, 2023.

Staff Involvement in the Delivery of Professional Development:

Staff members can earn points for the delivery of professional development to building and district staff during established professional development time. Ideas for and willingness to provide PD should be communicated to the PDC, who will work to schedule with building admin at an appropriate time.

Professional Learning Communities:

Regular Professional Learning Team meetings will be documented in the PDP Toolbox. The intent is for the building/district admin to share the events and attach the agenda for staff members. These activities will be categorized as service to the profession.

Participation in Professional Development:

It is the expectation of USD 234 that staff members will participate in district professional development throughout the school year. When district PD is scheduled during normal contract days/hours, staff members are expected to attend and participate when they are included in the targeted audience.

If a staff member does not feel the PD is applicable to their current position or licensure, the staff member should email their building administrator asking for an alternative to the scheduled district PD.

Should a member be unable to attend for circumstances beyond their control, they must submit leave time for the hours missed.

Ultimately, it is the responsibility of the licensed staff member to obtain the necessary PD points for license renewal. The district will support these opportunities, when possible, but it may be necessary for staff members to participate in professional development outside of their contract time.

The following activities do not qualify for PD points:

Scholars Bowl, PTO meetings, attending theatre productions, workdays (where teachers are working in their classrooms, putting up bulletin boards, grading papers, organizing their rooms, or general preparation for their jobs)

The following activities would qualify for PD points:

Curriculum meetings (if organized or managed by the Assistant Superintendent or another administrator), Professional Education videos and webinars (must be pre-approved by an administrator or the PDC manager in your building, require a reflection of the learning, and an explanation of how this could be applied to your teaching)

USD 234 Social-Emotional Growth Guidelines

Social-Emotional Growth (SEG) is a high priority for Kansans. In the Kansas Can Vision for Education, SEG is one of the five measured outcomes set forth by the Kansas State Board of Education. Skills encompassed in SEG include intrapersonal and interpersonal abilities, such as self-awareness, social awareness, problem solving, and decision making. These are skills that can be taught, and they are foundational to student success in school and life. It is important for schools to measure the social-emotional development of students, just as academic development is measured. These measures can inform instructional practice, moving social and emotional learning from a singular endeavor to an integrated part of daily instruction.

Kansas State Board of Education (KSBE) adopted aligned Social-Emotional and Character Development (SECD) Standards in 2012, and was the first state to adopt such standards integrated with character development. The second revision of these standards was approved by the KSBE July 2018. In addition to the Kansas SECD standards, KSDE has incorporated the Kansas Can Competencies. This comprehensive resource is aligned with the Kansas Can Vision for Education, and it supports the integration of social-emotional competencies, curriculum, and instruction. USD 234 will work towards the integration of these components to ensure growth of the whole child.

Social-Emotional Screener

USD 234 will utilize FastBridge as the district social-emotional screener for the district. Students identified as “at risk” will have specific interventions determined, implemented, and be progress monitored to ensure growth.

Implementation Responsibility

Classroom teachers, specials/elective teachers, and counselors will share the responsibility of the implementation of not only SECD standards and the Kansas Can Competencies, but also student-specific interventions. Each building will take a team-approach to ensuring that our students social-emotional needs our met. USD 234 will work to ensure parents and students are aware of support service available within the district, as well as those outside the district, which can support specific needs.

Standards and Competencies

The most recent standards and competencies can be found at www.ksde.org.

