



Academic Handbook
Fort Scott USD 234

Board Approved June 2021

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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 Director of Academics 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. 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

Grade Bands 3-5, 6-8, 9-12 – 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

2nd Grade – Fall Assessment – Math & Reading

2-5 Growth Assessment:

2nd Grade – Spring Assessment – Math & Reading

3rd – 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.

District Testing Calendar

A district testing calendar will be provided to staff prior to September 1 by the Director of Academics. 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 Director of Academics for approval.
4. Director of Academics will make a presentation to the Curriculum Council for the proposed change.
5. Final approval is with the Administrative Council.
6. The Director of Academics 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 – Director of Academics

Document submitted to Director of Academics

Comments: _____

Director of Academics Signature: _____ Date: _____

Step 4 – Curriculum Council

Committee action taken: _____

Director of Academics Signature: _____ Date: _____

Step 5 – Administrative Council

Committee action taken: _____

Superintendent Signature: _____ Date: _____

District 5-Year Curriculum Plan

2021-22 –

- Implementation of Common Pre- and Post-Assessments (math, ELA, and specials K-5, all content areas 6-12)
 - As a grade level/content area team, ensure alignment to state standards and district goals
 - Data analyzed to identify instructional areas of concern
 - Identify concepts with less than 80% mastery
 - Identify concepts with less than 50% mastery
 - Fall and Spring writing samples will be submitted for each student
- Identification of Standards per Unit/Module

2022-23 –

- Address Instructional Areas of Concern from previous data (math, ELA, and specials K-5, all content areas 6-12)
- Vertical Alignment (math & ELA K-5, all content areas 6-12)
- Implementation of Common Pre- and Post-Assessments (science & social studies K-5)
 - Data analyzed to identify instructional areas of concern
 - Identify concepts with less than 80% mastery
 - Identify concepts with less than 50% mastery

2023-24 –

- Unit Planning with an Emphasis on Cross-Curricular Activities and Project-Based Learning Opportunities (math, ELA, and specials K-5, all content areas 6-12)
- Address Instructional Areas of Concern from Previous Data (science and social studies K-5)
- Vertical Alignment (science and social studies K-5)

2024-25 –

- Lesson Planning with an Emphasis on Differentiated Instruction (math, ELA, and specials K-5, all content areas 6-12)
- Unit Planning with an Emphasis on Cross-Curricular Activities and Project-Based Learning Opportunities (science and social studies K-5)

2025-26 –

- Reassess Local Assessment to Ensure Alignment to State Standards and District Goals (math, ELA, & specials K-5, all content areas 6-12)
- Lesson Planning with an Emphasis on Differentiated Instruction (science and social studies K-5)

*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.

2021-22	Computer Technology/Business/CTE
2022-23	Science
2023-24	Social Studies
2024-25	Preschool
2025-26	Reading/English Language Arts
2026-27	
2027-28	Mathematics

*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 Director of Academics, 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 _____

Director of Academics Signature _____ Date _____

Comments _____

Curriculum Council action taken: _____

Director of Academics 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: _____

Director of Academics 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 progress 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:

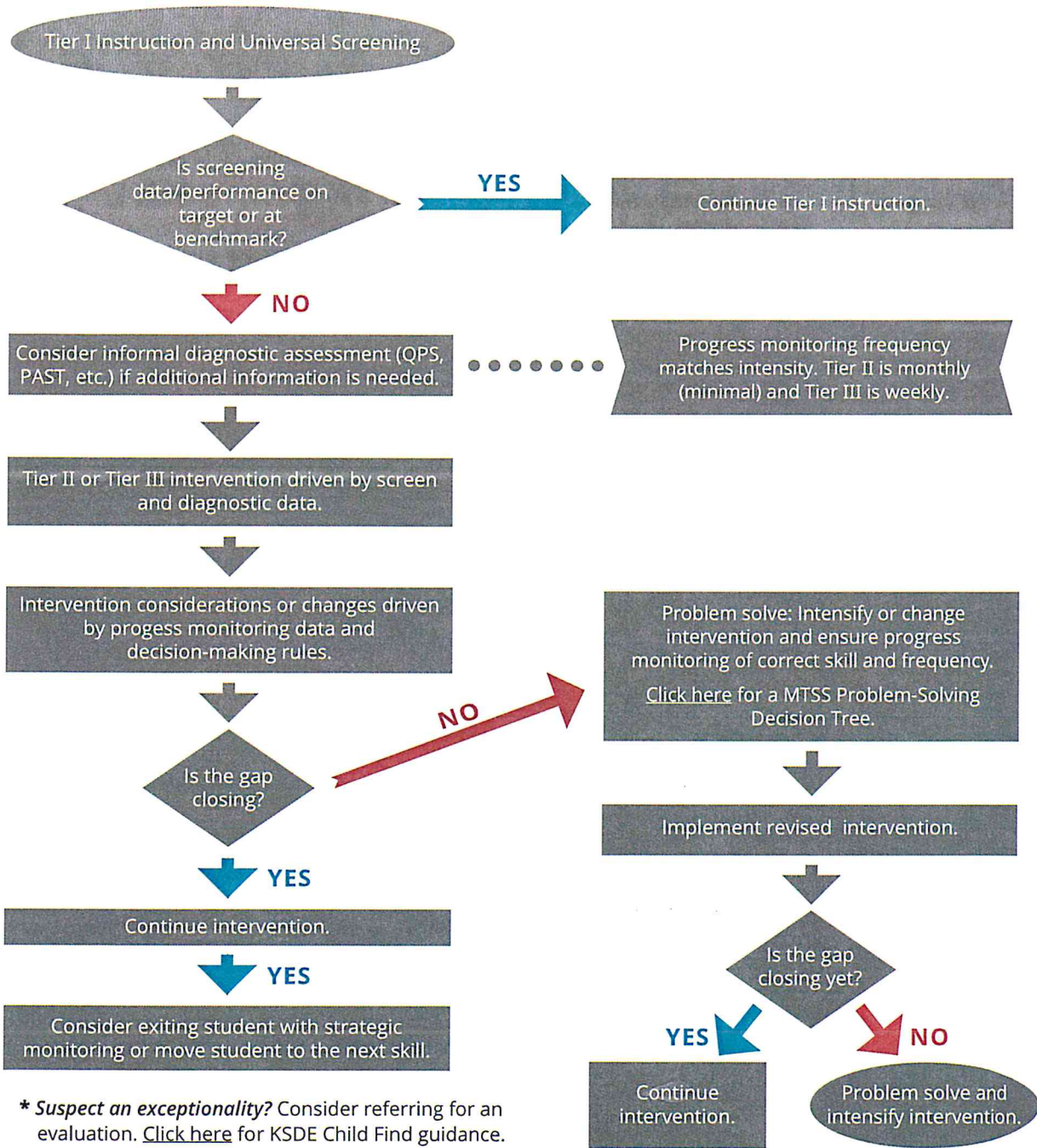
Grade	Possible Progress Monitoring Measures
Kindergarten	<ul style="list-style-type: none">•Phoneme Segmentation•Letter Sound Fluency
Grade 1	<ul style="list-style-type: none">•Letter Sound Fluency (real-word reading)•Nonsense Word Fluency•Oral Reading Fluency (connected text)
Grades 2 - 12	<ul style="list-style-type: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



Access to the full document is available in [Appendix B](#).²³

Resources:

- MTSS Problem-Solving Decision Tree (<https://drive.google.com/file/d/1bdzS0Cnbu4hvFZvzxbENwFkfebZV3jH8/view>)
- KSDE Child Find guidance (<https://www.ksde.org/Portals/0/SES/PH/PH-Ch02.pdf?ver=2019-05-21-102539-847>)

Subtest Skills Defined

SUBTEST SKILLS	DEFINITION
Letter Naming Fluency (LNF)	<p>A one-minute timed assessment to screen the student's ability to name the letter on a page, both upper and lower case, in random order. Letter naming fluency identifies a student at possible risk of reading difficulties. This measure is highly predictive of reading success through grade 1. The screener your school chooses must:</p> <ul style="list-style-type: none"> • Screen for the above skills. • Use valid and reliable measures. • Allow for intervention and progress monitoring of letter naming skill. <p>If the screener being used meets the above requirements, then it is considered approved for LNF.</p>
Letter Word Sounds Fluency (LWSF)	<p>A one-minute timed assessment to screen the student's ability to make letter sounds, make the sounds of two-letter combinations, and read aloud consonant-vowel-consonant (CVC) words. This task is similar to the general developmental progression from letter-sound correspondence to oral word reading. Letter word sounds fluency can also measure the level of automaticity of the skills named above. The screener your school chooses must:</p> <ul style="list-style-type: none"> • Screen for the above skills. • Use valid and reliable measures. • Allow for intervention and progress monitoring of letter word sound skills. <p>If the screener being used meets the above requirements, then it is considered approved for LWSF.</p>
Phoneme Segmentation Fluency (PSF)	<p>A one-minute timed assessment that assesses the student's ability to segment three-and four-phoneme words into their individual phonemes fluently. The PSF measure is an excellent predictor of later reading achievement. The PSF task is administered by the examiner orally presenting words of three or four phonemes and then the student verbally produces the individual phonemes in each word. For example, if the examiner says "cat" and the student says "/k/ /a/ /t/", he or she segmented the word correctly. The screener your school chooses must:</p> <ul style="list-style-type: none"> • Screen for the above skills. • Use valid and reliable measures. • Allow for intervention and progress monitoring of phoneme segmentation skills. <p>If the screener being used meets the above requirements, then it is considered approved for PSF.</p>

SUBTEST SKILLS	DEFINITION
Nonsense Word Fluency (NWF)	<p>A one-minute timed assessment that assesses the student's ability to utilize the alphabetic principle. The alphabetic principle is the ability to associate sounds with letters and use these sounds to form words; therefore, the alphabetic principle is a prerequisite to word identification. It has two parts: alphabetic understanding and phonological blending. In alphabetic understanding, letters represent sounds in words. In phonological blending, letter sounds can be blended together; and knowledge of the systematic relationships between letters and phonemes can be used to read/decode words. The screener your school chooses must:</p> <ul style="list-style-type: none"> • Screen for the above skills. • Use valid and reliable measures. • Allow for intervention and progress monitoring of nonsense word fluency. <p>If the screener being used meets the above requirements, then it is considered approved for NWF.</p> <p>* If the screener your system uses does not have a valid and reliable screening tool for NWF in second grade, then follow this procedure. After giving the ORF, those students not reaching benchmark with ORF (according to your testing system) should be given the NWF. Systems would need to use the Spring 1st Grade NWF screener to those students needing further screening.</p>
Oral Reading Fluency (ORF)	<p>A one-minute timed assessment that assesses accuracy and fluency with connected text. The ability to effortlessly translate letters to sounds and sounds to words is the hallmark of reading with automaticity. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention to the details of words in the text. Such capacity then enables readers to allocate their attention to the comprehension and meaning of text. The screener your school chooses must:</p> <ul style="list-style-type: none"> • Screen for the above skills. • Use valid and reliable measures. • Allow for intervention and progress monitoring of oral reading fluency. <p>If the screener being used meets the above requirements, then it is considered approved for ORF.</p>

Critical Screening Elements

* Screening products listed are those approved entirely by school districts. **KSDE plays no part in advising or approving local assessments.** The products are listed here merely as courtesy examples of assessments used. This list is not complete or exhaustive.

Screening component:	Grade levels to be screened:	Other subtests that may measure this:	Products approved by school districts.*
Letter Naming Fluency (LNF)	Kindergarten: Fall (F), Winter (W), Spring (S)		<ul style="list-style-type: none"> • DIBELS 8th Ed. • FASTBridge • AIMS+ • easyCBM • Acadience • StarCBM
Letter Word Sound Fluency (LWSF)	Kindergarten and Fall 1st Grade <ul style="list-style-type: none"> • Kindergarten: F, W, S • 1st grade: F 	<ul style="list-style-type: none"> • Letter Sound Fluency • Word Reading Fluency • Sight Word Fluency • First Sound Fluency 	<ul style="list-style-type: none"> • DIBELS 8th Ed. (NWF, WRF) • Acadience (NWF) • FASTBridge (LS, WS, SW, NW) • AIMS+ (LWSF, NWF) • easyCBM (LS, WRF) • StarCBM
Phoneme Segmentation Fluency (PSF)	Kindergarten First Grade <ul style="list-style-type: none"> • Kindergarten: W, S • Grade 1: F, W, S 	<ul style="list-style-type: none"> • Word segmenting • Phoneme segmentation 	<ul style="list-style-type: none"> • DIBELS 8th Ed. • Acadience • FASTBridge • AIMS+ • easyCBM • StarCBM
Nonsense Word Fluency (NWF)	Grades K-2. <ul style="list-style-type: none"> • Kindergarten: S • Grade 1: F, W, S • Grade 2: F* 		<ul style="list-style-type: none"> • DIBELS 8th Ed. • Acadience • FASTBridge • AIMS+ • StarCBM
Oral Reading Fluency (ORF)	Grades 1-5 <ul style="list-style-type: none"> • Grade 1: W, S • Grades 2-5: F, W, S 	<ul style="list-style-type: none"> • cbmReading • Passage Reading Fluency 	<ul style="list-style-type: none"> • DIBELS 8th Ed. (1st-8th) • Acadience (Winter 1st-9th) • FASTBridge (1st-12th) • AIMS+ (1st-12th) • easyCBM (1st-6th) • StarCBM
Comprehensive Measure (Kansas MTSS recommendation)	Grades 6-12, used as a "gate" to determine if ORF should be given to students demonstrating risk in grades 6-12.	<ul style="list-style-type: none"> • aReading • Maze • Dave • Reading Comprehension • Multiple Choice Reading comprehension 	<ul style="list-style-type: none"> • DIBELS 8th Ed. (2nd-8th) • Acadience (3rd-9th) • AIMS+ (2nd-12th) • FASTBridge (1st-12th) • easyCBM (2nd-6th) • STAR Reading (9th-12th) • NWEA Map (9th-12th)

* NWF see [page 35](#) for more information regarding 2nd grade.

For the most up-to-date information, please refer to the [KSDE Dyslexia webpage](#).³⁸

³⁸ <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-A-E/Dyslexia>

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

Upon enrollment, every student or parent/guardian must be given a Home Language Survey. This survey will be used to determine which students should be assessed for English proficiency. Knowledge of, or exposure to another language does not, in and of itself, qualify a student for ESOL services. If a language other than English is indicated in any of questions 1-4, the student will be assessed to determine eligibility for English for Speakers of Other Languages (ESOL) services. The assessments approved by Kansas State Department of Education include: The Language Assessment Scales (LAS)/LAS LINKS/Pre-LAS, the IDEA Proficiency Test (IPT)/Pre-IPT, the Language Proficiency Test Series (LPTS), and the Kansas English Language Proficiency Assessment (KELPA)/KELPA-P. If a student scores below proficient/fluent in any of the language domains: listening, speaking, reading, or writing, s/he is eligible for ESOL services. Please complete one form for each child.

Student Information:

Name	Grade
Address	Date of Birth
Date first enrolled in a school in the U.S.	Phone Number

Student Language Information:

1. What language did your child first learn to speak/use?
 English _____ Spanish _____ Other (please specify) _____
2. What language does your child speak/use at home? Do not include language learned in a class or through television or other such programming.
 English _____ Spanish _____ Other (please specify) _____
3. What language do you speak/use with your child?
 English _____ Spanish _____ Other (please specify) _____
4. What language do the adults regularly present or living in the home speak/use while in presence of the child?
 English _____ Spanish _____ Other (please specify) _____

Parent/Guardian Information:

Which language do you prefer? English ___ Spanish ___ Other (specify) _____
 (Please specify "written" or "spoken". To the extent practicable, communication from the school will be provided in this language.)

Migrant Education Program Information:

The Migrant Education Program (MEP) is authorized by Title I Part C of the Elementary and Secondary Education Act of 1965 (ESEA). The MEP provides formula grants to local education agencies to establish or improve education programs for children who may qualify for the Migrant Program. Please help us determine your child's eligibility for the Migrant Program by responding to the following questions.

Have you or a member of your family moved in the last 36 months to do, or apply for, agriculture or fishing related work, including dairies, nurseries, meat or vegetable processing, feed yards, or field work? Yes _____ No _____

Have your children moved with or to join the worker above in the past 36 months? Yes _____ No _____

For the School: If the answer to either of the previous two questions is Yes, please contact Alejandro Cabero at alejandrocabero@eudoraschools.org or 785-542-4904 ext. 1505 and provide him a copy of this survey.

Signature of Parent or Guardian

Date

English for Speakers of Other Languages (ESOL)/Bilingual Education Program Guidance 2020-2021

APPENDIX C: ENTRANCE CRITERIA FOR ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

Grades PreK-12: To enter a student into ESOL services (and generate State ESOL funding), the criteria in box 1 must be met. This shows that the student is not proficient in all domains of listening, speaking, reading, writing, and/or his/her composite score. This form must be signed by all members of the Building Leadership Team (BLT) or Student Improvement Team (SIT), including representation from the ESOL administrator, ESOL teacher, classroom teacher, and school principal with an explanation of why the student is recommended for entrance into the program.

The only state approved English language proficiency assessments used for entrance into the ESOL program are PreLAS, LAS LINKS, Pre-IPT, IPT, LPTS, KELPA-P.

1. Scores on preapproved English Language Proficiency Assessment
Date test was administered: _____

Test administered: _____

Domain	Score	Proficient/Not Proficient
Listening		
Speaking		
Reading		
Writing		
Composite		

*Please provide an explanation of the team decision, signed by all members, to enter the student into ESOL services based on criterion in box 1. The BLT/SIT should consist of: classroom teacher(s), ESOL teacher, ESOL administrator (if applicable, and school principal. ELs who also receive SPED services should be given the opportunity to demonstrate their progress in English proficiency.

*IF the student qualifies for services, communication should take place with the parents. If appropriate, ask the parents to fill out a new Home Language Survey indicating all languages present in the child's life.

Signed by:

_____ (classroom teacher); _____ (ESOL teacher);
 _____ (ESOL admin); _____ (principal)

Date: _____

*In order to generate ESOL/Bilingual Funding must be dated on or before September 20 count day.

English for Speakers of Other Languages (ESOL)/Bilingual Education Program Guidance 2020-2021

APPENDIX D: EXIT CRITERIA FOR ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

Grades K-12: To exit a student from ESOL services (and from generating State *ESOL funding*), box 1 or 2 must be checked. If only box 1 is checked, this form must be signed by all members of the Building Leadership Team (BLT) or Student Improvement Team (SIT), including representation from SPED and ESOL, with an explanation of why the student is recommended for exit before meeting the proficiency criterion.

The only state approved English language proficiency assessment used for exiting a student is the Kansas English Language Proficiency Assessment.

District Name and USD Number	Date																																				
Student Name	Student Grade																																				
<input type="checkbox"/> 1. BLT or SIT recommends that the student be exited from ESOL services (explanation provided below) after one year*																																					
<input type="checkbox"/> 2. Parent requests that the student not receive ESOL services. Parent was counseled about their decision and informed that their student is required to take the KELPA even if not receiving ESOL services.																																					
<p>KELPA Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Year</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td>Listening</td> <td></td> <td></td> </tr> <tr> <td>Speaking</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> <tr> <td>Composite</td> <td></td> <td></td> </tr> </table>	Year			Listening			Speaking			Reading			Writing			Composite			<p>KELPA Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Year</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td>Listening</td> <td></td> <td></td> </tr> <tr> <td>Speaking</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> <tr> <td>Composite</td> <td></td> <td></td> </tr> </table>	Year			Listening			Speaking			Reading			Writing			Composite		
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Composite																																					
Year																																					
Listening																																					
Speaking																																					
Reading																																					
Writing																																					
Composite																																					

*Please provide an explanation of the team decision, signed by all members, to exit the student before s/he met the proficiency criterion. The BLT/SIT should consist of: classroom teacher(s), ESOL teacher, ESOL administrator (if applicable), SPED representative, and school principal. ELs who also receive SPED services should be given the opportunity to demonstrate their progress in English proficiency. If there are special circumstances that would prevent a student from taking part in the ELPA, please provide an explanation below and include in the IEP. This 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 Kansas English Language Proficiency Assessment (or portions thereof) or from improving. It is not intended to be used with all students with an IEP.

Signed by:

_____ (classroom teacher); _____ (ESOL teacher);
 _____ (ESOL admin); _____ (SPED) _____ (principal)

English for Speakers of Other Languages (ESOL)/Bilingual Education Program Guidance 2020-2021

APPENDIX E: SAMPLE TEACHER/DISTRICT ESOL ENDORSEMENT PLAN OF STUDY

USD Name and Number: _____

Teacher name: _____ SS # _____
(Last) (First) (M.I.)

Address: _____

E-mail address: _____ Phone: _____

School of Employment: _____ Position: _____

Circle Current Degree: None Associate's Bachelor's Master's Specialist Ph.D./Ed.D.

Current KS License Endorsement Areas: _____

Date on which ESOL Endorsement coursework began: _____

Target date to obtain ESOL Endorsement: _____
(No more than three years from the date coursework began.)

(Proposed) College or University of Study: _____

Expected teaching position and district upon obtaining endorsement: _____

Plan of Study (attach official copy from university & transcripts confirming completion of class)

List the coursework to be completed each year. (Teachers must take at least one course per 12-month period in order to meet the annual progress requirements. Teachers must pass the ESOL PRAXIS within one year of last course and within three years of the date coursework began.)

Course Number	Course Title	Credit Hours	Grade	Institution	Est. Date of Completion	Actual Date of Completion	Office Use Only Verification of Completion Received

 Applicant's Signature Date

 Director/Coordinator's Signature Date

___Approved ___Disapproved

English for Speakers of Other Languages (ESOL)/Bilingual Education Program Guidance 2020-2021

APPENDIX G: SAMPLE TEACHER/PARA MEETING DOCUMENTATION

Available in word format on ESOL webpage.

USD	School	ESOL Endorsed Teacher's Signature	
Para's signature:		Date:	Time:
Student's name:			
Agenda:		Actions:	Responsible:
Para's signature:		Date:	Time:

USD	School	ESOL Endorsed Teacher's Signature	
Para's signature:		Date:	Time:
Student's name:			
Agenda:		Actions:	Responsible:
Para's signature:		Date:	Time:

USD	School	ESOL Endorsed Teacher's Signature	
Para's signature:		Date:	Time:
Student's name:			
Agenda:		Actions:	Responsible:
Para's signature:		Date:	Time:

ESOL Individual Learning Plan 2019-2020

USD _____ Enter School Name _____ Grade Level _____

Last Name(s) _____ First Name _____ Date of Birth _____ KIDS# _____

<p>Types of Support:</p> <ul style="list-style-type: none"> <input type="radio"/> Classroom Sheltered/Modified Instruction <input type="radio"/> Classroom Dual Language/Bilingual <input type="radio"/> Co-teaching <input type="radio"/> Push-in <input type="radio"/> ESOL Class <input type="radio"/> Pull-out 	<p>ESOL/Bilingual instruction provided by:</p> <p>_____ minutes of ESOL/Bilingual instruction provided per week.</p> <p>Teacher(s) overseeing implementation:</p>	<p>Classroom Accommodations:</p> <p>Testing Accommodations:</p>
---	--	--

Assessments

State approved screener:	Score	Designation	KELPA2 Year:	Score	Level	KELPA Year:	Score	Level	KELPA2 Year:	Score	Level
Reading			Reading			Reading			Reading		
Writing			Writing			Writing			Writing		
Listening			Listening			Listening			Listening		
Speaking			Speaking			Speaking			Speaking		
Overall Proficiency			Overall Proficiency			Overall Proficiency			Overall Proficiency		

Student Language Portrait

Emerging bilingual in _____ (home language) & English

Level of fluency in home language: (ability to speak)

Level of literacy in home language: (ability to comprehend, read, write)

Home language partners (older siblings, grandparents, relatives, friends, other _____)

Contact with country of origin: (daily, weekly, monthly, annually) by what means? (Visits, letter writing, telephone or Zoom, other social media)

Participation in language community: (clubs, churches, celebrations, other _____)

Home language print available: (books, newspapers, magazines, calendars, brochures)

Home language media available: (radio, TV, DVDs, online websites, computer games and programs)



April 2019

ESOL Individual Learning Plan 2019-2020

USD _____ Enter School Name _____ Grade Level _____

Music from home country: (family singing, playing instruments, dancing)

Partners/mentors to prevent language loss: (provide significant exposure to language in meaningful, supportive, loving, and stimulating setting)

ESOL Individual Learning Plan "Goals", 2018 English Learner Standards

Student:	By the end of each English language proficiency level, an EL can ... (one level per year is an appropriate goal)				
	1	2	3	4	5
An EL can ...					
An EL can ...					
An EL can ...					



April 2019

ESOL Individual Learning Plan 2019-2020

USD _____ Enter School Name _____ Grade Level _____

<p>Strategies: What strategies will be put in place to support the student in meeting his/her goal?</p>	<p>Evidence / Data: What data will be collected to determine if appropriate progress is being made?</p>
---	---

Signed by: _____ (classroom teacher); _____ (ESOL teacher);
_____ (building principal) on _____ (date)



April 2019

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: _____

Intervention: _____

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

Minutes per week: _____ Results: _____

Intervention: _____

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

Minutes per week: _____ Results: _____

Describe the outcomes of the interventions, including what has and has not worked and the evidence:

Referral completed by: _____

Role: _____

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 is 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.

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 Director of Academics or an 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 Kansans Can Competencies. This comprehensive resource is aligned with the Kansans 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 are met. USD 234 will work to ensure parents and students are aware of support services 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.

Kansas Social-Emotional Character Development



A Foundational Component to Success in Education and Life

Social-Emotional and Character Development (SECD) skills encompass 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 and 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.

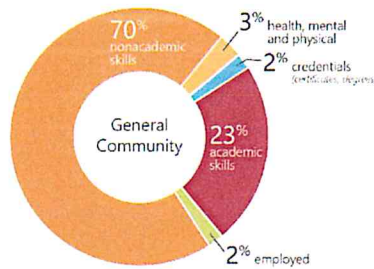
State Board of Education Outcome Supporting Social-Emotional Learning

The Kansas State Board of Education (KSBE) has recognized the importance of SECD by making it one of five board outcomes, which include:

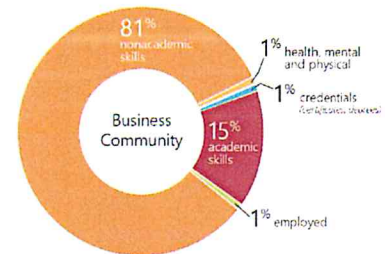
- Social-emotional growth measured locally
- Kindergarten Readiness
- Individual Plan of Study
- High School Graduation Rate
- Postsecondary attendance/completion

SECD outcomes are essential elements in producing successful high school graduates, and alignment with community and business expectations for student success.

General Community Survey Results



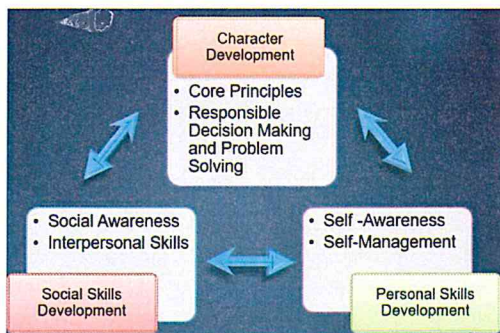
Business Community Survey Results



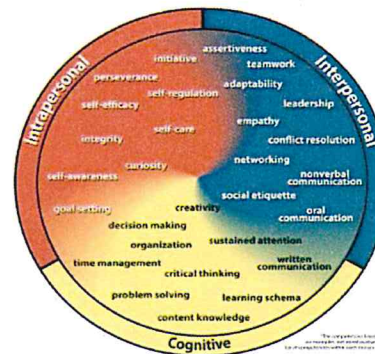
State Standards and Frameworks Supporting the Implementation of Social, Emotional Character Development

Kansas is a leader in social-emotional and character development and was the first state to develop SECD standards. These standards are in the process of revision, and the newly revised standards are expected to be completed by August of 2018. Kansas SECD Standards focus on three essential strands; character development, personal skills development, and social skills development.

Aligned with the Kansas SECD Standards are the Kansas Can Competencies, a framework currently designed for middle and high school students. For a full list of Kansas SECD standards, and for more information on frameworks visit the Kansas State Department of Education (KSDE) website at www.ksde.org/Default.aspx?tabid=852



KSDE SECD Framework



Kansas Can Competencies Gaumer Erickson & Noonan 2013, www.CCCframework.org

SECD Measured Locally: Guidance and Considerations for Kansas

The needs and strengths of each school system are unique. The KSBE expects individual school systems to measure social-emotional learning, and determine the best way to assess, implement and support SECD locally. There are five key factors that should be considered when determining how to measure SECD locally:

Purpose – Collect data on social-emotional competencies and determine how data will be utilized to promote and improve SECD practices.

Rigor – Consider the comprehensive nature of the measure, the validity and reliability of the measure, and the formative nature of the measure.

- Kendziora, K.T. & Yoder, N., (2016, October), *When Districts Support and Integrate Social and Emotional Learning (SEL)*. www.air.org

Practicality – Consider the feasibility of implementing the chosen assessment. Consider what factors or programs are being measured and the number of students being served.

Burden – Consider staff capacity, and the need to maintain balance with other initiatives. Considerations may include infrastructure needs, data needs, budget, and potential stress impacting children, families and teachers.

Ethics – Consider the potential risks and benefits based on the stated purpose, rigor of the assessment, and the practicality of implementing the assessment.

Resources:

American Institute for Research. www.air.org

Association for Supervision, Curriculum and Development. www.ascd.org

Character Lab. www.characterlab.org

Character.org. www.character.org

Collaborative for Academic, Social, and Emotional Learning (CASEL). www.CASEL.org

College and Career Competency Framework. www.CCCframework.org

Kansas Multi-Tier System of Supports. www.ksdetasn.org/mtss

- Early Childhood Behavior and Social Emotional Learning Implementation Guide ksdetasn.org/resources/1705
- Early Childhood Social Emotional and Behavior Structuring ksdetasn.org/resources/1574
- Pre K – 12 Social Emotional and Behavior Structuring Guide ksdetasn.org/resources/1614

Kansas Autism and Tertiary Behavior Supports ksdetasn.org/atbs

- Social Competencies ksdetasn.org/atbs/social-competencies
- Teacher Resources ksdetasn.org/atbs/teacher-resources

Kansas School Mental Health Initiative. ksdetasn.org/smhi

- Evidence Informed Interventions ksdetasn.org/smhi/evidence-informed-interventions
- Resiliency ksdetasn.org/smhi/resiliency
- Trauma Informed Schools ksdetasn.org/smhi/trauma-informed-schools
- Systems of Care ksdetasn.org/smhi/systems-of-care-resources

Kansas State Board of Education Vision for Education. www.ksde.org/Default.aspx?tabid=1007

KSDE SECD Standards. www.ksde.org/Default.aspx?tabid=852

KSDE Measuring Social-Emotional Character Growth Toolkit. www.ksde.org/Portals/0/Learning%20Services%20Documents/draft11_toolkit.pdf

National Center on Safe Supportive Learning Environments. safesupportivelearning.ed.gov

Technical Assistance System Network. www.ksdetasn.org

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