



Ophir Elementary School Primary Years Programme HANDBOOK

2 0 2 3 – 2 0 2 4



Dear Families + Caregivers,

Welcome to Ophir Elementary School! We are proud to be an International Baccalaureate Primary Years Program School (IB PYP).

The staff of Ophir Elementary School strive to provide an exemplary learning environment through the use of inquiry-based IB principles and concepts. Student-centered learning and growth is the primary focus of our work with students. Through the PYP Learner Profile, Ophir students first explore and then internalize the qualities of life-long learning as they prepare to meet the challenges of the 21st century.

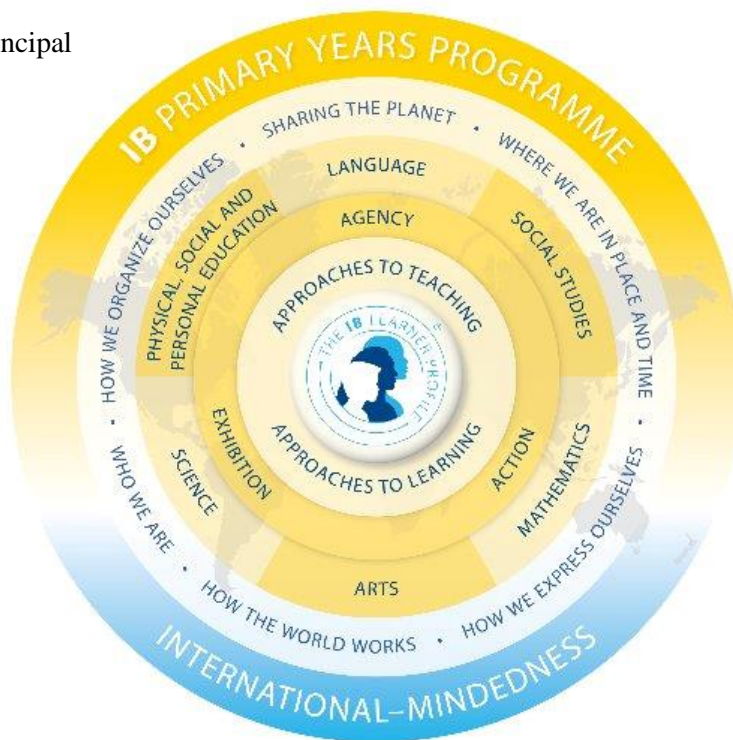
Our staff welcomes your involvement in the education of your children. Please feel free to reach out to myself or your child's teacher if you have questions, comments, or accolades - as open lines of communication are central to our effective learning environment.

Here's to a school year full of wonder and exploration!

Sincerely,

Brittany Shirley

Brittany Shirley
Ophir Elementary School Principal



BIG SKY SCHOOL DISTRICT #72

• P.O. Box 161280 • Big Sky, MT 59716-1280 • (406) 995-4281 • (406) 995-2161 fax • www.bssd72.org •

Big Sky School District Vision and Mission

CULTIVATE	ENGAGE	EMPOWER
each student's potential	in globally minded education and experiential learning in the greater Yellowstone ecosystem	students to lead inspired lives of impact, resilience and authenticity
<p>Meet each child where he/she is currently. Committed to differentiated instructional approaches and practices.</p> <ul style="list-style-type: none"> • Utilize student achievement data to improve upon student outcomes • Commitment to professional development • Resourceful staff and community 	<p>Provide academically challenging and rigorous curriculum and instruction. IB PYP World School</p> <ul style="list-style-type: none"> • Commitment to inquiry-based teaching and learning • Commitment to skills-based teaching and learning • Commitment to critical, analytical and insightful thinking 	<p>Innovative and entrepreneurial.</p> <ul style="list-style-type: none"> • Deliberatively engage local, national, and international resources • Commitment to technology integration and digital citizenship
<p>Provide access to an exceptional experience. High aspirations in a rural setting.</p> <ul style="list-style-type: none"> • Commitment to partnering with community for unique experiences • Commitment to successfully preparing all students for their next steps 	<p>Encourage creativity in our students. Program emphasizing Arts and Sciences as well as the whole child.</p> <ul style="list-style-type: none"> • Exposure to Art, Music, and Design • Experiential learning in the sciences • Holistic approach to student learning • Outdoor experiential education for all • Global and local citizenship • Education in character development • Offer and support a wide-range of extra-curricular activities 	<p>Confidence</p> <ul style="list-style-type: none"> • Challenge and support all students • Balance academics, athletics, and activities • Support originality in students
<p>Welcome students and families from all backgrounds, experiences and talents. Inclusive school environment.</p> <ul style="list-style-type: none"> • Commitment to non-native English speakers • Commitment to celebrating diversity 		<p>Respect, compassion, accountability</p> <ul style="list-style-type: none"> • Program reflective of rigorous assessment • Education reflective of local and global issues • Arm students to better the world they are living in • Selflessness-beyond one's self • Commitment to service learning

Phone	Fax	Address	Website	Hours/Schedule Open 15 minutes prior to arrival and 15 minutes after dismissal
406.995.4281	406.995.2161	60 Windy Pass Trail Gallatin Gateway, MT 59730 Mailing: P.O. Box 161280 Big Sky, MT 59716	www.bssd72.org	M 8:30-3:30PM T 8:30-8:30PM W 8:30-3:30PM Th 8:30-3:30PM *F 8:30-2:30PM *early release Fridays

REGISTRATION: We are excited to welcome new families into our school community! Registration paperwork also includes birth certificate, immunization records, proof of residency and records from transferring school. The Big Sky School Board will accept non-resident students within the parameters of the law and board policy (#3141). Approval of a non-resident student is required prior to attendance. Parents/Guardians have 30 days to produce immunization records or present an Affidavit of Exemption on Religious Grounds or Medical from Montana School Immunization Law and Rules form (renewed annually).

ARRIVAL: Ophir Elementary School main doors open at 8:15 a.m. Students should be in classrooms ready to learn by 8:30 a.m. Guests should make their way out of the building by 8:30 a.m. unless other arrangements have been made. Please be mindful of our schedule and do your best to keep from disrupting learning.

DISMISSAL: Students will be dismissed at 3:30 p.m. M-Th and 2:30 p.m. on Fridays. Due to construction over the summer, the District will communicate pick up plans at the start of the school. Please be mindful the end of the day can be particularly busy. Student sign out must happen more than 15 minutes prior to the dismissal bell. Only parents/guardians or individuals identified by them may pick up a child during school hours. Parents may notify the office to indicate “parental permission to pick up at any time” or communicate authorization to the office for an occasional occurrence.

ATTENDANCE: Attendance is a priority as classroom instruction and participation in learning experiences are key to academic success. If your child will be absent from school, please notify us as soon as possible, as the District will attempt to contact parents/guardians when an unexcused student does not arrive at school. All absences and tardies are recorded as part of a permanent record. Tardy students will report to the office and be checked in. Consecutive absences of 10 days or more result in unenrollment and require guardians to register at a new school or as home schooling through the state.

- Excused Absence: Parent notified school regarding illness, medical appointment, or family emergency.
- Unexcused Absence: An absence other than described above.
- Unexcused by Verified: Parent notified regarding non-excused absence.
- School Related Activity (Excused): An absence from school related to the purpose as arranged by staff sponsor. Student is responsible for missing work.
- Non-Sanctioned Policy Absence (i.e. Ski Teams): Coaches will provide the school with date(s) and location of students participating in competition in advance.

BUS: Students may ride the bus assigned based on their home address. Written permission from a parent is required for occasional changes and requests are subject to bus capacity. Due to buses running at maximum capacity, the District cannot accommodate transporting students to after school activities, parent workplace, or playdates. Please make personal transportation arrangements in these instances. **Kindergarten students must have adult supervision at the bus stop.**

Students are expected to display the same character attributes and behavior on buses as they do in school. Bus expectations include following the directions of the driver; remaining seated at all times; refraining from eating or drinking; using level 2 or 1 speaking/whispering voices; keeping hands, feet, and other objects to yourself; using school appropriate language. Because student safety is our primary concern, behavior infractions will have consequences which can include but are not limited to (1) an assigned seat, (2) principal notification, (3) parental/guardian notification, (4) suspension from the bus for

a period of time. Students should be knowledgeable about bus rules and are encouraged to advocate for themselves and others. Communication with the bus driver is crucial should challenges or concerns arise.

ADVERSE WEATHER: Buses cannot run in weather -20°F or colder at the school. Drivers will make the determination and contact the Superintendent to initiate communication to parents. School remains in session unless the temperature drops to -40°F or colder at school by 7:00 a.m.

Students will have recess when the temperature is at or above 0°F. Outdoor clothing and boots may be kept in classroom cubbies. Be sure to mark items with your child's name for ease of identification. Lost items will go to the lost and found. Unclaimed items will be periodically donated.

PLAYGROUND CONDUCT: Recess is an important part of our school day. Students should use all equipment as demonstrated and instructed as proper use of the equipment ensures the safety and enjoyment of all students. Some simple reminders include being watchful of the safety of others and yourself, use swings in a forward/back motion, go down the slide in a seated position and exit at the base only, be inclusive of everyone who wants to play, remember to return equipment that you bring out, enjoy the snow but refrain from throwing it.

LUNCH: We take pride in our high quality and nutritious hot lunch program which is part of the National School Lunch Program. Family lunch accounts are set up with each student able to draw on deposits. Payments should be made to BSSD by check, cash (ensure student's name is attached) or by credit card through the Infinite Campus (3.49% processing fee applies). Free and Reduced lunch is available with approval of state application and participation is confidential. **LUNCH PRICES (from 22-23 school year-subject to change): K-5 \$3.75, extra entrée \$1.70; 6-12 \$4.00, extra entrée \$1.70; Adults \$4.50, extra entrée \$1.70, Milk \$.70.** Additional fruits and vegetables are free, if available.

Parents/Families/Guardians are encouraged to join us and purchase a meal. Just contact the office prior to 9:00 a.m. the day you intend to participate so our staff can ensure the appropriate amount of food. Students should ensure they use their manners, talk quietly, and clean up after themselves.

STUDENT CONDUCT + DISCIPLINE GENERAL PRINCIPLES: Students are expected to treat others and to be treated in a way the exhibits the Learner Profile regardless of circumstances, situation, or location. Above all, we are committed to providing a quality education to all students. If one student affects the education of others, the behavior deserves to be addressed. Issues during the school day will be handled at the classroom level, however other staff can serve as a resource and support including the principal. We aim to assist each student in self-regulation and developing the ability to judge an appropriate course of action in a given situation. This includes encouragement to act in a positive way as well as progressive consequences that align naturally with the choice. Suspensions are a part of the student's permanent record and students may not attend sports team practice or compete on the same day as a suspension.

Conduct by students outside of school hours or away from school grounds is held to the same high standard that applies during school hours. Conduct which directly effects the general safety and welfare of the school and students, including endangering the health, safety, property, or welfare of other students, teachers, administrators, trustees, or employees of the school system or their families, will be subject to corrective action by the District. This includes maintaining or posting materials to the Internet or any other public venue that causes a substantial disruption in school is a violation of the student code of conduct and is also subject to corrective action. Corrective action may include but isn't limited to immediate, short-term (< 10 days) suspension up to expulsion from school. Due process safeguards will always be included (Policy #3300).

Upper elementary students (grades 3-5) may use cellphones and other electronic devices for communication, including watches, on campus before and after school. Only in special circumstances may students be authorized to use cellphones and other electronic devices during school hours. The possession and use of such equipment is a privilege and not a right. At no time will a cellphone or other electronic device with video or photographic capabilities be used in locker rooms, bathrooms, or other locations where the privacy rights of others would be violated. Unauthorized use will result in confiscation of the device by the District and loss of the privilege. Confiscated devices can be picked up by parents/guardians in the office. The use of cellphones by visitors, including parents and volunteers, may be regulated

Per state law and Board Policy (#3311) students may not bring weapons, facsimiles of weapons, BB or pellet guns, paintball guns, toys that look like guns, ammunition, knives, etc., on school grounds. Doing so can result in suspension or expulsion. The U.S. Supreme Court has ruled that the 4th Amendment allows for the search of students without complying with strict "probable cause" standards imposed by law enforcement. Any student may be searched if there are reasonable grounds for

suspecting the search will turn up evidence that the student has violated state, federal, or school laws or rules. A student's person, pockets, handbag, backpack, locker, cars, etc. may be subject to search in the event that there is reasonable suspicion the student may possess anything harmful or illegal.

All other items which are inappropriate for the school setting (e.g. laser pens, skateboards, lighters, matches, noisemakers, toys, large sums of money or other valuables, etc.) should remain at home. If found at school, such items will be confiscated. The District is not responsible for lost or stolen items.

ACADEMIC HONESTY: Truth in our work is of the utmost importance and supported by our Academic Integrity Policy. Any dishonesty in academic practice will result in consequences as approved by the Board of Trustees.

SCHOOL PROPERTY: Board approved textbooks and educational materials are provided free of charge to all students. Each student is responsible for textbooks, equipment, technology, and library books checked out in their names. All materials should be treated with care and should remain on school property (except library books) unless special arrangements have been made. Any student failing to return materials issued by the school or who returns the materials damaged may be charged a replacement cost. Student grades may be withheld until compensations has been received.

HOMEWORK: Homework is a constructive tool in the teaching and learning process. Purposeful practice not only enhances student understanding and achievement but also helps to develop self-discipline, responsibility, and good work habits. Homework should be completed independently by students.

REPORT CARDS: Report cards will be provided twice a year and parents are encouraged to have open conversations with their child's teacher about their academic performance throughout the school year. Teachers will communicate with parents regarding Parent/Teacher Conferences at the mid-point of the first semester. Student grades are a reflection of mastery toward content area standards over time. A five-point scale is used: (0) Not assessed/taught, (1) Difficulty understanding, (2) Initial understanding, (3) Consistent understanding – grade level work, (4) Thorough understanding, (5) Mastery.

DRESS CODE: Student dress can impact performance and all students should dress in a manner that supports learning. It is the responsibility of parents/guardians along with the student to make appropriate choices. Due to safety concerns, distractibility, or inappropriateness, the following are not allowed: flip-flops or any open-toed footwear, t-shirts with inappropriate advertisements or slogans, halter tops or tank tops with straps smaller than 1", pajamas, swimsuits, slippers, hats inside the building, excessively baggy clothing, or undergarments showing. Also, please ensure that all skirts and shorts exceed an extended arm's length and tops should cover the midline. We have [MINER FRIDAY](#) where students are encouraged to wear the color blue to show their school spirit!

HAZING, HARRASSMENT, INTIMIDATION, BULLYING, MENACING: We strive to provide a positive and productive learning and working environment. It is important to remember to treat others in the same manner that you would like to be treated. Remember there may be a difference between intent and the impact of behavior. Hazing, harassment, intimidation, menacing, or bullying by students, staff, or third parties is strictly prohibited and will not be tolerated (Policy #3226). We are committed to fostering appropriate behavior and to proactive responses. We will investigate all reports of bullying or harassment. If you suspect your child is involved in any of the aforementioned situations, contact the principal.

STUDENT HEALTH, SAFETY + EMERGENCY PROCEDURES: The Board utilizes video cameras on District property to ensure the health, welfare and safety of all students, staff and visitors and to safeguard District property (Policy #3235).

We welcome volunteers and visitors who have made arrangements for their visit to our school. Please sign in at the office and check out a visitor badge. To limit disruptions to learning, we discourage unscheduled visits to the classroom.

If a student is injured at school, the District will administer first aid, seek additional medical assistance if necessary, and when necessary contact the parent/guardian. If parental contact cannot be made and the student requires further treatment, the District will seek the necessary treatment from a physician, dentist, or initiate the transfer the student for medical treatment. All parents/guardians are required to give consent for to emergency treatment and first-aid screening examinations and minor treatment.

Students have varying needs in regard to health. Please clearly communicate your student's health needs to the office staff and their teacher. All student medication (prescribed and over-the-counter) must be in original packaging and accompanied by a Physician's Order for Dispensing Medication form and/or a Montana Authorization to Carry and Self-Administer Medication form prior to administration by school personnel. Medication will be secured in the office with the exception of those that should travel with the student (Albuterol inhaler, Epi-Pen, etc.). Only authorized personnel may administer medication. The superintendent has the authority to limit or revoke the use of some medication (Policy #3416).

Maintaining the health of our students is of utmost concern. Students who have a communicable disease will not be allowed to remain at school and may only return once the transmission period has passed. The District may report the communicable disease to the county Health Department. If a student has an immunization release, the student will be dismissed from school at the outbreak of a communicable disease and will be readmitted once the danger has passed (Policy #3417).

In a District emergency, we employ a Crisis Procedure that is designed to minimize danger. Our main objective is to attend to the health and welfare of students. While it is impossible to foresee all potential emergencies, the District has researched and practiced the most effective way to use our resources should such an instance arise. **In most emergencies, students will remain at school.** In the rare event of an emergency prohibiting access to the school or if evacuation is required, students and staff will be moved to Buck's T-4 (46625 Gallatin Rd. 1 mile north of the school). If removal from campus is necessary, reports of when and where to pick up students will be forthcoming.

Please follow these guidelines should there be rumors of a school emergency:

1. Monitor radio, television, the district website, and email. The media will be accurately informed of any emergency. Channels: NPR (102.1FM) and EAGLE (104.7FM).
2. Please refrain from calling the school. Limited phone lines need to be available to respond to the emergency.
3. Please refrain from coming to the school unless requested to do so. Emergency responders must have easy access to the building.



INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable,
And caring young people who help to create a better and more peaceful
World through intercultural understanding and respect.

To this end the organization works with schools, governments, and
International organizations to develop challenging programmes of
international education and rigorous assessment.

These programmes encourage students across the world to become
Active, compassionate, and lifelong learners who understand that other
people, with their differences, can also be right.

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The PYP programme is a concept based, inquiry driven curricular framework. The attributes of what it means for our students to be internationally minded are outlined in the value-laden learner profile.

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. © Programme Standards and Practices 2020

IB LEARNERS STRIVE TO BE:

Inquirers	Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-Minded	Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Courageous	Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

At Ophir Elementary we work as a school community to support one another as we grow in each of these attributes. On a daily basis we recognize and celebrate our students and staff living the learner profile by filling out “Blue Slips”. Anyone on campus can fill out a “Blue Slip” to recognize these highly desired traits in action. We begin every morning by sharing a few examples on morning announcements. We also share the “Blue Slips” at our monthly WOW Assemblies hosted by our 5th grade students.

OPHIR ELEMENTARY SCHOOL POLICIES, Last Reviewed 5/2023

- I. Academic Integrity
- II. Assessment
- III. Language
- IV. Inclusion + MTSS

POLICY COMMUNICATION: The administration is responsible for communicating all policies to students, parents and teachers at school events and via media sources, including but not limited to, staff meetings, parent evenings, student tutorials, and school websites.

POLICY REVISION: The policies of Ophir Elementary are revised annually by all pertinent contributors: the administration, language teacher, ELL Coordinator, staff, and/or the BSSD School Board.

I. OPHIR ELEMENTARY SCHOOL ACADEMIC INTEGRITY POLICY, Last Reviewed 5/2023

The Ophir Elementary School learning community places particular focus on a few specific pieces of the PYP with regard to academic integrity including the learner profile, approaches to learning, and inquiry-based instruction and learning.

THE LEARNER PROFILE TRAIT OF BEING PRINCIPLED: Our Ophir Elementary School learning community strives to live the learner profile. This includes students, teachers, staff, administrators and parents. Each of these members has an important role in the development of the learner profile traits within our students. Emphasis is placed on learners reflecting on their experiences during the school day and evaluating self-growth in alignment with the learner profiles.

Academic integrity means that our learners strive to be principled in their acquisition of knowledge and how they convey their learning. Students are supported in their learning of how to appropriately cite sources and give credit to the creators of unique content, just as they do for their own unique creations. Students in grades 4 and 5 are required to cite their sources by (at a minimum) including the author and title of the source. In all grades leading up to this, students are encouraged to be thoughtful about where their information is coming from and to cite as necessary.

APPROACHES TO LEARNING AND THE DEVELOPMENT OF RESEARCH SKILLS, THINKING SKILLS, AND COMMUNICATION SKILLS: Gathering information through the use of research skills is only the beginning of the learning process at Ophir Elementary School. Once information is gathered, students are challenged to think critically about the information and convey their newly acquired understanding using effective modes of communication. In the creation of papers, presentations or discussions, students work to acknowledge the original creators when they use ideas, graphs, diagrams, charts, pictures, videos, books, and websites in support of their learning. Students learn to use quotation marks to highlight the ideas of others or mark useful information created by another.

INQUIRY-BASED INSTRUCTION + LEARNING: Inquiry-based learning challenges students to critically evaluate their understandings through the use of exploration, wondering, and questioning. Rather than regurgitate information that can be found through a simple google search, students employ the good practice of making connections between their previous and current learning, articulating it in their own words, and documenting sources. Ultimately, this allows students to clarify existing ideas and reappraise perceptions of events through a new lens. By researching and seeking information, students can expand their knowledge and attempt to make and test theories or take and defend a position. Teachers are thoughtful in their construction of assignments which lend themselves to students developing the aforementioned skills. For example, rather than assigning a research paper on the War of 1812, which may encourage the regurgitation of a timeline of events, teachers may require students to take on the perspective of a War Hawk or Merchant and discuss their perspective of the War. In addition, teachers are thoughtful about designing assessment criteria in a way that places equal emphasis on the process of learning and the product created. They outline clear expectations for when an original response is required from students and ensure students fully understand this expectation. The failure to site sources in grades 4 and 5, or the copying of another's work and claiming as their own, at any level, is considered misconduct.

CONSEQUENCES FOR VIOLATION OF THE ACADEMIC INTEGRITY POLICY: Ophir Elementary School learners that violate the academic integrity policy of the school will have logical consequences that are developmentally appropriate. The first infraction of the policy will be used as an opportunity to learn in the context of making mistakes, requiring the learner to be reflective about their choice and outline how to ensure appropriate acknowledgements are given to the creators of information in the future or to ensure they do their own work. The second infraction of the policy requires the learner to redo the assignment and meet the expectation along with communication to parents. Third and subsequent infractions of the policy require a team meeting with administration and parents and will likely result in no credit being given on the assignment.

II. OPHIR ELEMENTARY SCHOOL ASSESSMENT POLICY, Last Reviewed 5/2023

PHILOSOPHY: At Ophir Elementary, it is critical that our student assessments be meaningful and growth based to best support each individual learner in their pursuit of knowledge in a multifaceted learning environment. Purpose in assessment is realized as students see the importance of demonstrating their growth and achievement as it reflects their knowledge of currently acquired skills as well as that of previous lessons or grade levels. This knowledge, captured through assessment, is seen as a tool for preparing students to be successful lifelong learners, both in and out of the classroom.

We believe assessment should cultivate, engage, and empower our learners.

We believe that assessments are an ongoing tool for learning and instruction and when coupled with reflection, **CULTIVATE** growth and understanding.

We are committed to developing assessments that are intellectually **ENGAGING**, diverse in nature, inquiry-driven, and based on clear objectives.

We know that the synergy created by a constructivist approach to teaching, learning and assessment **EMPOWERS** students to become independent, resilient learners.

ASSESSMENT PRACTICES: In recognizing the unique learning style of each student, a variety of formative and summative assessments are used at Ophir.

Assessment for Learning	Assessment for learning is also known as formative assessment. It is conducted <u>throughout</u> the learning process. Students are observed often and regularly. Assessment for learning can include written and oral artifacts, questionnaires, conferences between the teacher and student, are informal, and look at the process. Assessment for learning can be used to improve learning, teaching, and assessment.
Assessment of Learning	Assessment of learning is also known as summative assessment. Assessment of learning happens at the end of a unit of instruction and is an indication of skills and knowledge acquisition or mastery. These can be norm- or criteria-referenced.
Assessment as Learning	Assessment as learning is part of the formative process and helps to support learners to become self-regulated as a life-long learner. It is an interactive process where students play an active role in planning and monitoring their learning goals and reflect on them to propel learning. Students are also supported throughout the assessment process to use it to consolidate their learning. © Programme Standards and Practices 2020

As a public school in the State of Montana, students take the Smarter Balance standardized tests in grades 3, 4 and 5. Additionally, all Ophir Elementary School students take the Measure of Academic Progress (MAP) tests three times a year to measure their growth in reading, writing, and mathematics grades 1, 2, 3, 4, 5. In 4K, kindergarten and grade 1, we utilize Early Bird and in grades K-5 we use Acadience, both of which assess reading. We also use the Devereux Student Strengths Assessment (DESSA) 4K-5. The purpose of these standardized tests is twofold: one, the results indicate how our students are performing against state and national standards, and two, the results of the assessments inform classroom instruction and the whole-school strategic direction.

TEACHER RESPONSIBILITIES: As the pedagogical leaders, teachers are expected to:

- Provide regular, specific feedback to students on formative and summative assessments.
- Provide regular opportunities for students to be assessed.
- Articulate or co-construct with students the assessment criteria, rubric, and learning goals.
- Collect anecdotal notes on student understanding.
- Provide a variety of authentic assessments.
- Analyze assessment trends to inform teaching practice.
- Model self-assessment and reflection.
- Moderate student work within grade-bands.
- Communicate with students/parents/guardians/administration/teaching teams on student performance.
- Manage students' portfolios.

- Praise student effort, growth and achievement.
- Support students in citing their sources and doing their own work, as outlined in the Academic Integrity Policy.
- Support students in their native tongue or scaffolding assessments for those students to get an accurate measure of learning.

STUDENT RESPONSIBILITIES: Inquiry-based, student-centered learning requires students to be accountable by actively engage in their own learning. An Ophir Elementary student is expected to:

- Actively participate in each classroom activity.
- Seek feedback and assistance from the teacher if the student does not understand a given topic or assessment.
- Ask questions often.
- Review teacher feedback on assessments.
- Reflect on areas for growth and areas of achievement.
- Submit all assignments on time.
- Act with honesty and integrity on all assessments as outlined in the Academic Integrity Policy.

PYP COORDINATOR AND/OR SCHOOL ADMINISTRATION RESPONSIBILITIES: The PYP Coordinator and/or School Administration are expected to:

- Provide meaningful professional development that enhances the teaching and learning at Ophir Elementary School.
- Schedule collaborative planning and assessment moderation time for teachers.
- Give teachers time to plan their units, reflect, and grade assessments.
- Evaluate student performance trends and identify school growth goals based on those trends.
- Ensure that the teaching and learning practices align with the strategic plan, school mission, and the PYP.
- Inform students, parents, and teachers about the Assessment Policy at school events and via media sources, including but not limited to, staff meetings, parent evenings, and school website.
- Recognize student effort, growth and achievement.
- Review the Assessment Policy with the BSSD School Board annually at the conclusion of the school year, taking into account the feedback from teachers, students, and parents.
- Support the classroom teacher and students when infractions to the Academic Integrity Policy have been violated during the conducting of assessments to ensure that actions are taken when transgressions occur.

PARENT/GUARDIAN ROLE: We know that a strong relationship between the school and a student's home life improves student achievement. As a result, parents and guardians are encouraged to:

- Participate in the school culture, functions, and curriculum such as parent nights, parent/teacher/student conferences, academic celebrations, and performances.
- Stay informed about your student's progress via report cards, teacher communication, newsletters, parent/teacher/student conferences, and student work sent home.
- Communicate questions, concerns, and accolades as they arise.
- Recognize and praise student effort, growth and achievement.

REPORTING ON STUDENT ACHIEVEMENT: At Ophir Elementary School, we report on student achievement through the use of student portfolios; student-led conferences involving the student, parent(s) and teacher; and written report cards.

PORTFOLIOS: Each student at Ophir Elementary School has a portfolio of work that is compiled annually. The portfolio is used to show the development of knowledge, conceptual understanding, transdisciplinary skills, and the attributes of the learner profile over a period of time. It is also used to document student action. Portfolio entries document both the process of learning and the product, including images and evidence of students in the process of constructing meaning.

CONFERENCES: Conferences involve the student, parent/s and teacher at least once a year. Students discuss their learning and understanding with their parent/s and teacher, who are responsible for supporting the student through this process. Students are responsible for reflecting upon work samples they have chosen to share that have been previously selected with guidance and support from the teacher and could be from the student's portfolio. The student, parent/s and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. All of the participants must understand the format and their roles prior to the conference.

WRITTEN REPORT CARD: The written report card at Ophir Elementary School is published twice a year for parents and students. As a central feature for reporting student outcomes, the report card includes all the key aspects of the IB Primary Years Program.

- The learner profile is addressed.
- The transdisciplinary units and the subject-specific teaching are included.
- All teachers involved in the student's progress have an opportunity to comment.
- All the essential elements of the student's academic programme are included.

III. OPHIR ELEMENTARY SCHOOL LANGUAGE POLICY, Last Reviewed 5/2023

SCHOOL LANGUAGE PHILOSOPHY: *If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.*

-Nelson Mandela

At Big Sky School District, we believe that multilingualism contributes to intercultural understanding, cooperation, and friendship. Multilingualism prepares students for a globalized world while contributing to the development of our student IB Learner attributes such as being open-minded, communicative, and reflective. As a result, Big Sky School District is committed to exposing native English speakers to Spanish from kindergarten to grade 5 through classroom instruction as well as experiential learning. In recognizing that our linguistic backgrounds may vary, we are equally committed to supporting students whose mother tongue is not English with our ELL program.

We believe that ALL teachers are language teachers, and therefore, language development is a key aspect of our pedagogical approach. To support this belief, we dedicate professional development time towards enhancing our best practices in language instruction. This professional development approach is informed by the most relevant, up-to-date, and academically sound research on language development.

SCHOOL LANGUAGE PROFILE: As a public school district in the state of Montana, English is the language of instruction. Students begin to study Spanish in kindergarten and continue through grade 5.

SUPPORT FOR MOTHER TONGUE: We know that when a student is well-spoken and literate in his or her mother tongue, the student is more likely to master another language, be successful in school across all subjects, and have a deeper understanding and appreciation for his or her own culture. As part of the enrollment process at Ophir, families complete a home language survey. This allows the school to recognize and support students and families of all backgrounds and native tongues. Parents are encouraged to continue to develop their mother tongue at home by speaking their native tongue, writing in their native tongue, watching t.v. in their native tongue, and reading to their children in their native tongue. Ophir Elementary School's library carries a variety of books written in Spanish to support mother tongue development. As the need arises, additional language books will be purchased.

ENGLISH LANGUAGE LEARNER (ELL): To support ELL students, we employ a variety of strategies. At registration, we connect Spanish speaking parents with one of our staff members who also speaks Spanish. Our staff offers to provide support though the enrollment process and beyond as needs arise or when communication with school occurs. We utilize multiple assessments in order to measure ELL student mastery levels in core subjects. We use assessments provided by WIDA to provide feedback on English language acquisition and Logramos to measure student mastery levels in core subjects in Spanish. As the need arises for additional language measures, we will include them. We provide Sheltered English Instruction (SIOP) and Language Development as outlined in Montana's English Language Learners: Guidance for School Districts. Additionally, we can provide online language instruction for ELL students in grades 2-5 using Rosetta Stone and/or Duolingo. We also provide a modified curriculum for elementary-aged ELL students.

PHILOSOPHY OF INCLUSION: Our inclusive policy is shaped by the belief “that all children deserve a rights-based education system, which ‘means that children should be seen as holders of the right to education, which implies not only the right to have access to education, but also that human rights must also be applied in education and promoted through education’” (Sandkull, 2005, p. 2 as seen in Mitchem, p. 9, 2016). We strive to make our school more inclusive and democratic so that all students at Big Sky School District have access to our curriculum and instruction. To make this a reality, we commit to professional development to support teachers with inclusion practices. We also differentiate our instruction and provide accommodations and/or modifications for our students with learning support requirements to aid in their success in the school’s curriculum.

INCLUSION IN PRACTICE AT BIG SKY SCHOOL DISTRICT: As a public school in the state of Montana, we follow all federal and state regulations regarding our inclusion policy.

504 ACCOMMODATIONS: Per section 504 of the Rehabilitation Act of 1973, students who are identified with a mental and/or physical health challenge that impairs daily living or learning activities are entitled to educational accommodation plans and/or health plans. These plans will provide students’ access to the school’s curriculum, instruction and assessment through an accommodation plan and/or a health plan. Teachers will be informed of their specific responsibilities for implementing accommodations at the beginning of each school year and as needed.

INDIVIDUAL EDUCATION PLANS (IEP): Similar to the 504 accommodations plan, students eligible for services under Individuals with Disabilities Education Act (IDEA, 1975) will receive a free and appropriate public education and necessary related services. These services include identification, evaluation, placement and delivery of specialized instruction to qualified students. Teachers will be informed of their specific responsibilities for implementing accommodations and modifications of the curriculum as well as the related student supports at the beginning of the school year and as needed.

Students’ accommodations and/or modifications will take place in the classroom, but may also include the following, depending on the individual student need:

- **Alternate course/online course** or **specialized instruction** with intensive individualized support towards IEP goals
- **Learning resource classroom with a certified special education teacher** for reading, math, written expression, social/emotional skills, and/or self-help and independence skills
- **Paraprofessional educators** for students identified as needing 1 to 1 support

INCLUSION IN THE PRIMARY YEARS PROGRAM - MULTI-TIERED SYSTEM OF SUPPORT (MTSS): At Ophir Elementary, MTSS is a school-wide framework that includes universal screening of all students, the use of diagnostic measures to identify specific areas of concern, multiple tiers of instruction and intervention, benchmark testing, progress monitoring, and systematic collaboration and problem solving. Our system of MTSS provides high-quality, evidence and standards-based instruction and intervention that matches each students’ academic and behavioral needs.

Key principles of MTSS at Ophir Elementary:

- Direct, explicit, and systematic tier 1 instruction for all students
- Early intervention
- Multi-tiered model of support
- Matching instruction to the needs of the learner through the use of diagnostic assessment
- Frequent progress monitoring to determine effectiveness of interventions
- Using researched-based and proven instruction and intervention
- Ensuring core instruction and interventions are implemented consistently and correctly
- Documentation of intervention progress
- Parental involvement in all steps of the process

Potential benefits of MTSS:

- Improves teaching and learning for all
- Eliminates “wait to fail” model

Our MTSS model encourages collaboration among educators, families, and community-members with students as benefactors. MTSS is a research-based process that tracks student progress with consistent ongoing assessments. Decisions

about instruction are driven by data, so all students can be appropriately challenged at an individual level. MTSS is a way of teaching that measures how students respond to instruction, and then if necessary, adjusts instruction to ensure that each student is mastering the skills necessary for academic success.

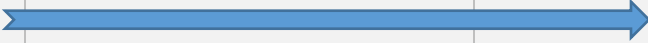


School teams that support MTSS framework:

1. 4K-5 grade-level collaborative teacher teams
2. Special Education/MTSS team meeting: Special Education Team staff, classroom teacher, interventionist, school psychologist, principal, ELL teacher when necessary
3. Social/Emotional/Behavioral team: School psychologist, counselor, principal, CAP coordinator, BBBS program coordinator
4. MTSS leadership team: Special Education staff, school psychologist, MTSS teacher, school guidance counselor, instructional coach, principal

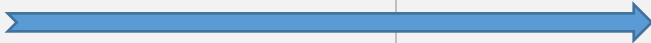

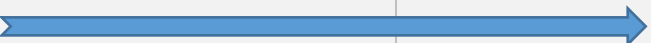
MTSS Pathways:

Ophir Elementary 4K-5 SOCIAL/EMOTIONAL/BEHAVIOR PATHWAY			
COLLABORATIVE TEACHER TEAMS			SCHOOL-WIDE TEAMS
	Tier 1 CORE Instruction	Tier 2 Supplemental Instruction	Tier 3 Intensive Instruction
Instructional Resources	Instruction based on Montana's Social Emotional Learning Competencies <ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision Making Instructional Materials <ul style="list-style-type: none"> • Second Steps (K-5) • Learner Profile • Zones of Regulation • Growth Mindset 	<ul style="list-style-type: none"> • Counseling groups • Lunch bunch • Student specific intervention as determined through diagnostic measure and/or team discussion + decision making, e.g.: <ul style="list-style-type: none"> *Check-In/Check-Out *Direct teach of executive functional skills 	<ul style="list-style-type: none"> • Tier 2 <ul style="list-style-type: none"> More intense More frequent More individualized Increase in time Move to a Special Education referral if/when determined as necessitated by team
Instructional Model/Delivery	<ul style="list-style-type: none"> • Whole group 	<ul style="list-style-type: none"> • Conferencing • Small group – Individual • Pre-teach/Re-teach • Push-in/Pull-out 	<ul style="list-style-type: none"> • Conferencing • Small group – Individual • Pre-teach/Re-teach • Push-in/Pull-out
Universal Screener	DESSA – Devereux Student Strengths Assessment		
Cut Scores	<ul style="list-style-type: none"> • School wide teams determine necessary supports on a student-by-student basis 		

Ophir Elementary 4K-5
ENGLISH LANGUAGE ARTS (ELA) PATHWAY

COLLABORATIVE TEACHER TEAMS			SCHOOL-WIDE TEAMS
	Tier 1 CORE Instruction	Tier 2 Supplemental Instruction	Tier 3 Intensive Instruction
Instructional Resources	<p>High Quality Differentiated Instruction</p> <ul style="list-style-type: none"> • Increase opportunities to respond (OTRs) • Explicitly teach and reteach core curriculum with more examples and student practice • Increase engagement: no raised hands, match instructional level to learners, attend to length of lesson + implement movement • Use flexible grouping: match pace, type, level, dosage, and duration to learner needs <p>Core Instruction Materials</p> <ul style="list-style-type: none"> • Wilson FUNdations (K-3) • Core Knowledge ELA (4-5) • The Writing Revolution • Decodable Text • Leveled readers • Teacher created materials <p>Core Frameworks</p> <ul style="list-style-type: none"> • The Science of Reading (SOR) • Structured Literacy Framework 	<p>High-Quality Targeted Instruction based on student need as identified by diagnostic measure</p> <ul style="list-style-type: none"> • Increase opportunities to respond (OTRs) • Explicitly and systematically teach to student need • Group same grade students by earliest missing skill deficit <p>Intervention Structure/Materials:</p> <ul style="list-style-type: none"> • SOR designed + targeted skill intervention • Wilson FUNdations Intervention • Wilson FUNdations Fluency Kit (1+2) • Wilson Fluency Basic • Wilson Just Words • Wilson Reading System • Barton Reading + Spelling • Stepping Stone to Literacy • Sound Partners • West Virginia Reading First Explicit Phonics Lessons (Tools4Reading) • Read Naturally • SRA Corrective Reading Series • Seeing Stars • Six Minute Solution • Explode the Code • Rewards Intermediate 	<p>High-Quality Targeted Instruction, increased intensity and frequency</p>
Instructional Model/Delivery	<ul style="list-style-type: none"> • Whole group • Small group (within classroom) • Individual (within classroom) 	<ul style="list-style-type: none"> • Conferencing • Small group (4-5) • Pre-teach/Re-teach • Push-in/Pull-out 	<ul style="list-style-type: none"> • Small group (2-3) • Individual
Benchmark Assessment(s)	<p>Administered three times per year</p> <ul style="list-style-type: none"> • K-1: Early Bird Literacy • Acadience Reading • MAP 		
Progress Monitoring Tool(s)	<ul style="list-style-type: none"> • FUNdations Progress Monitoring • Acadience Progress Monitoring • Individual student conferencing 		
Diagnostic Tool(s)	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • CORE Phonics Screener • CTOPP 	
Cut Scores	<ul style="list-style-type: none"> • Provided by NWEA/MAP and varies by grade level 		

Ophir Elementary 4K-5 MATH PATHWAY

COLLABORATIVE TEACHER TEAMS			SCHOOL-WIDE TEAMS
	Tier 1 CORE Instruction	Tier 2 Supplemental Instruction	Tier 3 Intensive Instruction
Instructional Resources	High Quality Differentiated Instruction based on Core Components of Math (National Math Advisory Panel Report) <ul style="list-style-type: none">• Number sense• Rational numbers• Basic number operations Core Instruction Materials <ul style="list-style-type: none">• Eureka Math	<ul style="list-style-type: none">• Khan Academy Mappers	<ul style="list-style-type: none">• Khan Academy Mappers
Instructional Model/ Delivery	<ul style="list-style-type: none">• Whole group• Small group• Individual	<ul style="list-style-type: none">• Individualized practice based on MAP scores• 10 minutes/day	<ul style="list-style-type: none">• Individualized practice based on MAP scores• 10 minutes/day
Benchmark Assessment(s)	Administered three times per year <ul style="list-style-type: none">• Acadience Math• MAP		
Progress Monitoring Tool(s)	<ul style="list-style-type: none">• Acadience Progress Monitoring• Individual student conferencing		
Diagnostic Tool(s)	<ul style="list-style-type: none">• MAP content scores		
Cut Scores	<ul style="list-style-type: none">• Provided by NWEA/MAP and varies by grade level		

POLICY COMMUNICATION: The administration is responsible for communicating this policy to students, parents and teachers at school events and via media sources, including but not limited to, staff meetings, parent evenings, handbooks, and school websites.

POLICY REVISION: The Inclusion Policy is revised annually by the administration, inclusion teachers, and the BSSD School Board.

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[1] All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator's request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

All psychological/psycho-educational reports must:

- be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents