Teacher Handbook

Pretty Prairie, USD 311

2023-24

A culture of accountability
makes a good organization great...
and a great organization
UNSTOPPABLE.

-Henry Evans

TABLE OF CONTENTS

This handbook serves all educational staff with additional and/or specific information for each school building at USD 311.

This document does not replace the negotiated agreement, instead, it gives guidance to teachers so that they can meet the expectations of administration in the district.

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https://www.achievementnetwork.org/anetblog/2021/12/1/teaching-learning-cycle
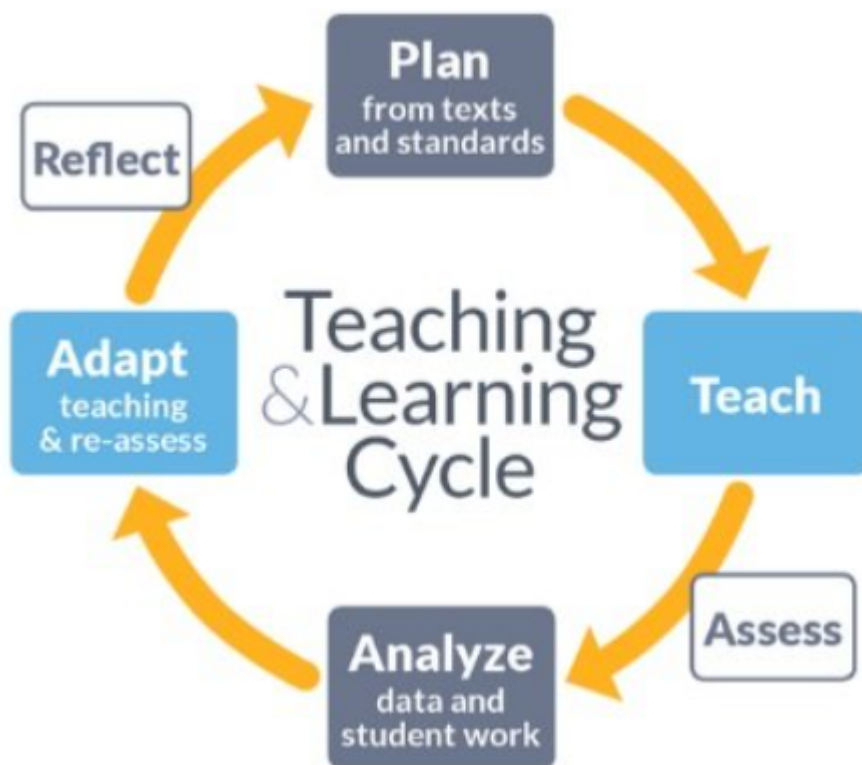
1.   ACCIDENTS

Accident forms are in the office and are the responsibility of the supervising teacher in case of injury. All accidents require the completion of an accident report form in the office. Teachers who are on duty when an accident occurs are responsible for completing the details of the accident on this form immediately after aid has been rendered.

2.   ARRIVAL AND LEAVING TIME

Teachers	Elementary	Secondary
Arrival	**7:20 am**	**7:30 am**
Departure (Mon. - Thurs.)	**3:40 pm**	**3:50 pm**
Departure on Friday	**Teachers may leave with students.**	

See Article IV in the Negotiated Agreement
Building administrators will need to be informed if you are arriving later or leaving earlier than noted.

Students	PreK classes start Aug. 30	Elementary	Middle	High
Building Opens/ Breakfast starts:	7:35 am	7:35 am	7:35 am	7:35 am
Student Congregation Area:	Gymnasium in designated grade level area	Gymnasium in designated grade level area	Auditorium	Cafeteria, Library, or Courtyard
Report to first class:	After School-Wide Launch Meeting	After School-Wide Launch Meeting	7:57am	7:57am
PowerSchool lunch count deadline:	8:45am	8:45am	8:45am	8:45am
Student Dismissal:	11:15 am and/or 3:15pm	3:25pm	3:35pm	3:35pm

3.   CALENDAR

A master calendar for school/district activities as well as use of buildings and grounds is online and updated through the central office. Online calendars will be as up to date as possible. Teachers and staff are to inform the office of activities planned as soon as the information becomes available. Teachers should acquire principal approval for any calendar changes or field trips before sending information home. Inform the teaching staff of departure times for your activities for their planning purposes. Notify the kitchen staff a week in advance. (See Appendix A)

4.   CERTIFICATE OR LICENSE

Each teacher shall be certified/licensed by the State of Kansas. The responsibility for acquiring and maintaining certification from the Kansas State Department of Education rests with the teacher who must file a copy of the certificate/license in the school/district office.   Teachers are eligible to renew with KSDE as early as 6 months in advance of their renewal date. It is suggested that teachers submit their renewal applications as early as possible within that 6 month window.

5.   CHILD ABUSE REPORTING POLICY

According the Kansas State Law 928-1522 as amended in 1988, TEACHERS, ADMINISTRATORS, OR OTHER EMPLOYEES OF SCHOOL, WHICH THE CHILD IS ATTENDING, must report cases when there is reason to suspect sexual or physical abuse. All suspected violations should be reported by the employee to DCF, Department of Children and Families.

6.   CLEANING & ORGANIZATION OF CLASSROOM / WORKSPACE

Teacher and educational staff desks, classroom storage and work areas should be organized and maintain professional appearance. Extra classroom cleaning procedures are always needed for students to have a clean learning environment.

7.   CONFERENCES

Teachers will work with students to prepare for conferences utilizing the SLC handbook. Conferences with parents and guardians will be held as scheduled on the school and district calendar. Provide parents/guardians with student progress updates and discuss intervention/ extension plans (i.e. MTSS groupings). Communication with parents or guardians via email and/or phone calls; include administration when necessary.

8.   CORRESPONDENCE WITH PARENTS & COMPLAINTS AGAINST EMPLOYEES

Teachers will need to communicate with parents directly once per week (K-6) or before each unit (7-12) via newsletter, email, or class page posting. Communication should cover learning activities, classroom events, and/or course highlights. In that communication, remind parents/guardians to check *PowerSchool* for updated grades. Make sure the building principal is included in the communication.

If there is a complaint made against a teacher to the building principal, superintendent, and/or BOE, the teacher will be notified within 48 hours. The individual making the complaint will be directed to speak with the teacher personally to work through the problem, unless the complaint is egregious and needs to be investigated. Anonymous complaints will not be considered unless criminal behavior is reported.

The wording in the Student/Parent Handbook is as follows:
Complaints from students, parents, and the community about a USD 311 employee will be brought to the employee's attention within 48 hours. Complaints should be handled in the following order, unless egregious in nature:
1. Address the person with whom you have a complaint via email, phone call and or face-to-face conversation;
2. If the issue is not resolved, communicate the complaint with the building principal where the employee works;
3. If the issue is not resolved, communicate the complaint to the Superintendent;
4. If the issue is not resolved, communicate the complaint to the Board of Education.
Anonymous complaints will not be considered unless criminal behavior is reported.

9.   CURRICULUM

Adopted district textbooks and resources are to be used as learning tools to help students meet expectations in Kansas Career and College Ready Standards. Textbooks should not be considered the only guiding force for teaching state standards. Teachers should always refer to state standards directly. Lessons need to have an objective connected to Kansas Career and College Ready Standards.

SEB Curriculum
The district will utilize Capturing Kids' Hearts as the framework for building positive relationships between staff and students. In addition, classroom lessons for character education will be provided by Character Strong curriculum. Character education lessons will be provided by teachers and/or a member of the counseling team according to building schedules.

Teachers are expected to have a social contract for each class, conduct a form of "good things" where interaction with students sharing their life experiences is provided, and a "launch" to send them out of class.

10.   DAILY CLASSROOM SCHEDULE (PreK- 6) / SYLLABUS (Gr. 7-12)

Teachers in grades PreK-6 will provide the building principal with their daily classroom schedules. **Teachers in grades 7-12** will be given their daily schedule and will need to add a copy to their syllabus for each course.

11.   FACULTY MEETINGS / MENTORING/ PLCs (COLLABORATION)

Faculty Meetings:
Elementary Staff: 1st and 3rd Friday mornings at 7:15 am as needed.
Secondary Staff: 1st and 3rd Wednesday mornings at 7:35 am as needed.

Mentoring:
Teacher mentors and mentees should meet weekly and utilize the district mentoring handbook to complete requirements.

PLCs (Collaboration):
PLC collaboration time will be scheduled separately for teachers to review department or building goals, collect and review data, and enhance lesson planning.

12.   GRADES AND PROGRESS REPORTS

Grades and assignments are posted by the teachers in *PowerSchool* for parents and students to review. Teachers should have an accurate and fair grading system for students. Permanent student grading records must be completed at the end of each semester. Permanent records must never leave the building.

Elementary Staff: Graded assignments should be sent home regularly for parents to have an idea of how students are performing. Grades K-4 will enter data points/scores/grades each week, at minimum.

Secondary Staff: Grades must be updated on *PowerSchool* in all classes/subjects each week. Utilize assignment descriptions in the notes section for parents, counselor, and administration to understand lesson objectives within *PowerSchool*.

USD 311 Grading Scales				
Grades K-2			**Grades 3-12**	
3	**Meets Standard**		A	**90- 100%**
2	**Developing**		B	**80-89%**
1	**Beginning**		C	**70-79%**
			D	**60-69%**
			F	**59% and below**

13. INFORMAL OBSERVATIONS

Principals will do informal walk-through observations of every classroom, multiple times a year. These are expected to be a combination of scheduled (when teachers have something exciting planned) and unscheduled (for accountability.) The purpose of the informal observations is to help create a culture of high expectations that result in professional growth. *(See Appendix B)*

14. KEY CARDS

Teachers and staff will be issued a key card with access to assigned buildings. Key cards should never be loaned to anyone. Teachers and staff must return key cards upon completion of contractual obligations if he/she is not returning next school year.

15. LESSON PLANS

Teachers must prepare lesson plans. They should be readily available if requested for observations and evaluations. "New to the profession" teachers will submit lesson plans to principals and mentors. "New to the district" teachers will submit lesson plans to principals.

Lesson objectives, instructions, and assignments must be explicitly defined and easy to locate.
- Learning objectives (purpose of the lesson) need to be listed
- Success criteria should be clearly aligned to learning objectives and defined for students.

In the event that a scheduled substitute teacher is in the teacher's classroom, lesson plans for the school day should be on the teacher's desk and easy to access. *See Substitute Folder & Substitute Teacher sections for more information.*

Reminders:
Utilize the graphic organizer provided by AAIS for planning purposes (See Appendix C)
- The use of movies must be objectively tied to state learning standards and not a primary source of instruction; movies or movie clips should enhance learning.
- Field Trips are encouraged if they are tied to the learning standards.

Lesson plans need to have an objective connected to Kansas Career and College Ready Standards.
DOK Verb Progressions & Formative Assessment Options *(See Appendix D)*

16.   LOW GRADE (Effort or Performance) NOTIFICATION

At any time when a student's effort or performance has slipped, the teacher should contact the student to help the student, particularly during MTSS time. Parents should be involved if a plan of action needs to be considered for student improvement. Such plans include the possibility of working with the teacher before school or after school.

Save all written communication with students and parents. In the event you may need the principal's support during email communication, Cc the principal openly in the email.

Learning intervention may also include the school counselor. During initial communication, let the parent know that the school counselor may be utilized for learning strategies to assist the student and to anticipate possible communication from the counselor as well.

17.   MOBILE DEVICES AND DIGITAL CITIZENSHIP

Teachers and staff should assist with educating students on responsible use of mobile devices such as cell phones, tablets, and other similar mobile electronic media. Issues can occur in locker rooms, hallways, buses, and other school locations where supervision is minimal.   All teachers and staff must be proactive in reminding students about being aware of appropriate content and use of technology. Remind students that it is a violation of school policy to (a) post anonymous messages or materials, (b) request, transmit, or possess obscene or threatening material.

See the Student/Parent Handbook for the current policy.

To uphold policy, **High School Students** will be expected to have phones "off and away" while in the classroom. The cellphone will be kept on silent or off during class time. Phones are allowed to be used during passing periods and during lunch.

To uphold policy, **Elementary and Middle School Students** will be required to keep their phones in their bookbags, lockers, or with their first hour classroom teacher for the duration of the school day. Students may have their phones before leaving the building for the day.

18.   MTSS (MULTI-TIERED SUPPORT SYSTEM) FOR STUDENTS
MULTI- TIERED SYSTEM OF SUPPORTS (MTSS)

USD 311 will implement a Multi-Tiered System of Supports (MTSS) for our students in all our buildings. Here is a graphic that explains the tiers of this process.

TIER 3
3 Tier 3
Intensive, Individualized Interventions

TIER 2
2 Tier 2
Targeted, Group Interventions

TIER 1
1 Tier 1
Universal Instruction

ACADEMIC   SOCIAL-EMOTIONAL BEHAVIOR
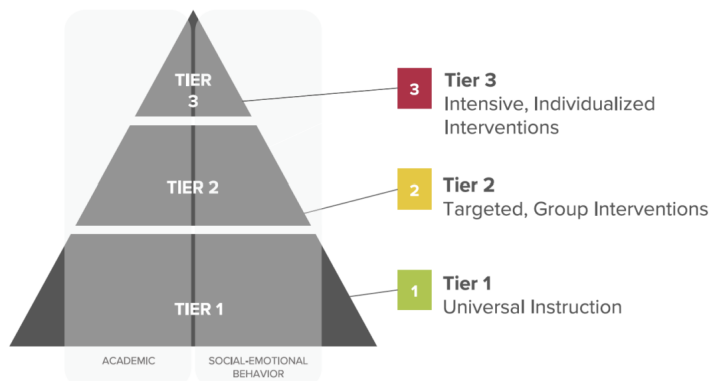
To explain the MTSS tier system, let's use a dentist office analogy.

Tier 1 is what **EVERYONE** does to care for their teeth- brushing, flossing, mouthwash, etc. **Tier 2** is a few of the specialty aspects of dentistry that are needed for some patients. For instance, a patient has a toothache and visits the dentist. X-rays are taken and the toothache is a result of a cavity. The dentist will meet with the patient, repair the cavity and then send the student back to Tier 1 duties of brushing, flossing, etc. **Tier 3** is for the patient who has a rare situation where the cavity damages the root to the tooth so severely that a root canal is needed. Now the patient goes through a more intensive procedure with the dentist. Again, once the procedure is completed, the dentist would release the patient to go back to Tier 1 duties.

Now, let's look at the MTSS tier system as it is used in a school setting.

Tier 1 is the curriculum and/or resources we use to teach **ALL** students- it's the daily lesson, assigned task or project, homework practice, etc. **Tier 2** is implemented when the teacher recognizes that a few students are struggling with a skill or concept and finds time to assist them by re-teaching and/or using new strategies or activities than Tier 1. Once the student has mastered the skill or concept, he/she goes back to Tier 1 duties. **Tier 3** occurs when a student does not learn or improve when Tier 2 strategies are implemented. Tier 3 requires more data to pin-point what a student needs in order to be successful. When the skill and/or concept is mastered, the student returns to Tier 1 duties.

MTSS Tier 1 – Universal Instruction: The high-quality classroom instruction that all students receive. This tier encompasses best practices, differentiated instruction, and is constantly refined by what is working at MTSS Tier 2 and MTSS Tier 3. Typically, districts aim to see 80-90% of students in MTSS Tier 1.

MTSS Tier 2 – Targeted, Group Interventions: The evidence-based supports provided to students who are identified as struggling. Tier 2 interventions are typically implemented in small group settings, based on a similar need identified through assessment and for the sake of systematic efficiency. Districts typically expect to see 5-15% of students in Tier 2. **The difference from Tier 1 to Tier 2 is increased time, smaller groups of students and/or narrowed focus of instruction.**

MTSS Tier 3 – Intensive Individualized Interventions: The supports implemented for students not responding to Tier 2 supports or who demonstrate a more intense need. Usually, districts expect to see 1-5% of students in Tier 3.

The difference from Tier 2 to Tier 3 is more frequent, intense, and individualized interventions.

source: (www.illuminateed.com)

19.   PROFESSIONAL EXPECTATIONS INSIDE AND OUTSIDE THE BUILDING

Confidentiality:
All employees discussing matters concerning USD 311 and the schools should be done so in a professional, discrete, courteous, and respectful way. Our actions and comments should uphold the dignity of all people within the district and community. Employees represent not only themselves as individuals but also as representatives of our schools and greater community. Information regarding students, parents, school employees or other individuals must be maintained private. Confidentiality is essential to a professional relationship with members of the community. Failing to remain confidential with information will result in disciplinary action.

Positive and professional communications sustain high morale among all. School employees must work together to maintain morale and constructively help each other when faced with challenges. The principal must be informed and involved in any situation that not only challenges the morale of the faculty and staff but the mission of the school.

Dress Code:
On Mondays - Wednesdays, teachers and staff will dress business casual for the school day. Business casual attire is broadly defined as a code that blends traditional business wear with a more relaxed style, still professional and appropriate enough for an office environment. For example, in a business casual setting, you could wear slacks or khakis and a polo or blouse without a jacket or tie; dresses are also acceptable, shorts are not permitted, unless worn for instructional purposes in the gymnasium or weight room classrooms.

Thursdays and Fridays will be casual spirit days to support our MS and HS activities. Jeans and spirit wear are encouraged on Thursdays and Fridays. On occasion, there may be dress-up days planned for special events and teachers are encouraged to participate within the dress code.

Words & Actions:
Remember your words and actions are always on display. Always make professional choices when it comes to social media and conversations within the community.

As a professional educator, appropriate language and self-control are expected when dealing with students, parents, and/or colleagues.

Cell Phone Usage:
Updated BOE policy states cell phone usage by employees is not allowed in a personal manner when supervising students. The distraction of a cell phone does not promote a safe environment for students. The exception to this rule is that an employee can use his/her cell phone for GPS while driving a vehicle with students. The phone cannot be used for anything else while the vehicle is in motion. (See Policy GAT, adopted July 11, 2022.)

20.   SEATING CHARTS

Teachers will need to have seating charts for classes. This is important for substitute teachers and for any health protocol that could be put into place.

21.   SIT (Student Intervention Team) PROCESS   LINK

Teachers should communicate academic and behavior concerns with administration. It is the responsibility of the administrator to organize a meeting with the individuals needed to make a plan for the student. It is the responsibility of the teachers to collect the data necessary for the action plan. *(See Appendix E)*

22.   STUDENT DISCIPLINE

Whether on school grounds or away at a school sponsored activity, students are under the supervision and leadership of teachers and staff of USD 311. Each teacher and activity sponsor/coach must provide a learning opportunity (i.e. consultation and/or consequence) appropriate for the rule that was broken. Consequences should be appropriate to the students' age and maturity level. Include classroom/ activity/ team expectations and consequences in writing in newsletters, syllabus, and/or team handbooks.

Consistency in classroom expectations for ALL teachers, ALL classrooms, is key.

USD 311 Core Expectations	**Bulldog Behaviors:** I am Responsible I am Trustworthy I am Respectful I am Caring I am a good Citizen
Students are expected to treat adults and other students with respect.	
Students are expected to work hard, give their best effort, and not be a distraction to others.	
Students are expected to follow classroom rules that are posted.	
Students are expected to be where they are supposed to be and do what they are supposed to do.	
Students are expected to use classroom materials safely and appropriately.	

BEHAVIOR REFERRALS
Behavior referrals will be categorized as a Minor Offense or a Major Offense. Teachers will utilize a behavior referral form for communicating with the office. Consequences for behaviors will be assigned according to the Behavior Matrix.

The district will utilize Capturing Kids' Hearts as the foundation for counseling students for misbehavior in an attempt to learn why the misbehavior occurred and to ensure that a change in behavior is needed.

(See Appendix F)

Refer to the Discipline Matrix in the student handbook.

Respond professionally to choices students make that demonstrate poor judgment on their part. Teachers must be firm, but must remain fair. Praise in public, correct in private. Teachers must always help the student understand that we are helping them learn, even if they make a mistake in behavior.   Reasonable and natural consequences should be appropriate to the behavior.

Teachers and Administration will work together to communicate with parents regarding discipline issues.

23.   SUBSTITUTE FOLDER

Every teacher must have a substitute folder which includes the items listed below. It is the responsibility of the teacher to keep this up-to-date.
● Seating Chart/ Attendance Procedure protocol
● Daily Schedule
● Procedures for rules, norms, restroom, and drinks
● Basic facts about students (how each learns best, allergies, etc.)
● Your extra responsibilities and duties

Place emergency lesson plans inside the folder in case there is a need for a quick departure.

24.   SUBSTITUTE TEACHER

Each teacher is responsible for contacting the school secretary when in need of a substitute. Substitutes should be provided with lesson plans that provide opportunities for them to be involved in student learning rather than silent monitoring and study hall for students.

25.   TRANSITION TIME (Passing Period)

Elementary School: Teachers will monitor their specific groups in hallways. A teacher's presence discourages questionable choices a student might choose to make.

Middle/ High School: Teachers will monitor hallways and stairwells during passing periods. A teacher's presence discourages questionable choices a student might choose to make.

26.   YEAR END DUTIES

Teachers are to complete the following forms and turn them into the office before leaving for summer break:

● Complete classroom inventory
● End of year checklist
● Teacher supply list
● Summer repair list
● Student Grades uploaded to *PowerSchool*
● Professional Development Plan and Goals
● Completion of all necessary student forms
● CTE Teachers complete all student competency profile forms at the end of the semester (.5 credit courses) and/or the end of the school year (1.0 credit courses) with student signatures and date.

July

3-9	KSHSAA Moratorium

JULY 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2024

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January

1-2	No School- Christmas Break
3	No School- Teacher Inservice
15	No School - MLK Day

August

14-16	Teacher Inservice
15	Senior Banner Photos @ 9am
17-18	Teacher Work Days
21-22	Teacher Inservice
21	GS Open House 6:00-7:15pm
21	MS/HS Open House 6:45-8:00pm
23	First Day of Classes

AUGUST 2023

S	M	T	W	Th	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
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27	28	29	30	31		

FEBRUARY 2024

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18	19	20	21	22	23	24
25	26	27	28	29		

February

16*	No School - Teacher Work Day
19	No School - Presidents' Day

*MOU

September

4	No School - Labor Day
6	Fall School/ Sports Pictures
13	No School- Band @ State Fair

SEPTEMBER 2023

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MARCH 2024

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24	25	26	27	28	29	30
31						

March

4-5	Spring Conferences
8-17	No School - Spring Break
29	No School - Good Friday

October

13	No School- Teacher Work Day
23-24	Fall Conferences
27	No School- Fall Break
30	No School- Fall Break

OCTOBER 2023

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22	23	24	25	26	27	28
29	30	31				

APRIL 2024

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April

1	No School - Easter Monday*
3	Class Pictures & Spring Sports

*snow day designated make-up

November

6-12	KSHSAA Buffer Week
15	Picture retakes & Winter Sports
21	Early Release @ 1:15pm
22-24	No School- Thanksgiving Break

NOVEMBER 2023

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			1	2	3	4
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12	13	14	15	16	17	18
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26	27	28	29	30		

MAY 2024

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12	13	14	15	16	17	18
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26	27	28	29	30	31	

May

7	Seniors' Last Day
11	HS Graduation
13	8th Graders' Last Day
14	8th Grade Promotion
17	Last Day of Classes- Early Release @ 1:15pm
20	No School- Teacher Work Day

December

19	Early Release @ 1:15pm
20	No School- Teacher Work Day
21-31	No School- Christmas Break
23-27	KSHSAA Moratorium

DECEMBER 2023

S	M	T	W	Th	F	S
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JUNE 2024

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23	24	25	26	27	28	29
30						

June

Pretty Prairie, USD 311

We Educate For Success

Informal Observation Form: Cognitive Engagement & Visible Learning			
Learning Goals	**Structure and Process**	**Student Accountability**	**Monitoring Learning and Responding to Formative Data**
Teacher shares the learning goal for the day/period with students	Discussions and tasks have a consistent, obvious structure. (Step 1, Step 2, etc.)	All students are expected to demonstrate thinking. (hand signals, white boards, direct questioning, etc.)	Teacher reviews students' written and/or oral responses to open- ended/higher order thinking questions and tasks.
Learning goal focuses on a cognitive function (Bloom's Taxonomy verb) instead of task completion (Finish the worksheet.)	Discussions and tasks have a name. ("Chalk Talk")	An accountability system is evident. (sticky notes, different color markers, students sign their work, etc.)	Teacher adjusts instruction in response to students' responses. (Unless the data suggests that no change is needed)
Students demonstrate they understand the learning goal.			
Lesson Plan: Alignment between Success Criteria and Learning Targets ☐			
Feedback notes on effective practices:			

AAIS
American Alliance for Innovative Systems

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Unit Overview Template Name _____

Course	Unit	Topic	Dates

1. Priority Standards: What standard(s) is/are driving the unit?	**2. Learning Targets:** What do you expect students to know, understand, and/or be able to do by the end of the unit?

3. Success Criteria: What does mastery look like? What are the attributes of the desired product or performance?	**4. Accountable Talk:** What Tier 2 and Tier 3 vocabulary do I want students to use? What academic conversation moves and high utility phrases do I want them to demonstrate?

5. Universal Design Strategies: How will you guide learning, thinking and build schema? How will you enhance the way information is presented and perceived? How will you develop students' abilities to persist through challenges?	**6. Instructional Strategies and Major Tasks:** What are the key strategies, routines, and tasks for this unit?

Taxonomy Verb Progressions

					EVALUATION
					Appraise
				SYNTHESIS	Argue
				Arrange	Assess
			ANALYSIS	Assemble	Choose
			Analyze	Collect	Compare
		APPLICATION	Appraise	Combine	Conclude
		Apply	Categorize	Comply	Estimate
	COMPREHENSION	Complete	Compare	Compose	Evaluate
	Compare	Construct	Contrast	Construct	Interpret
KNOWLEDGE	Describe	Demonstrate	Debate	Create	Judge
List	Discuss	Dramatize	Diagram	Design	Justify
Name	Explain	Employ	Differentiate	Devise	Measure
Recall	Express	Illustrate	Distinguish	Formulate	Rate
Record	Identify	Interpret	Examine	Manage	Revise
Relate	Recognize	Operate	Experiment	Organize	Score
Repeat	Restate	Practice	Inspect	Plan	Select
State	Tell	Schedule	Inventory	Prepare	Support
Tell	Translate	Sketch	Question	Propose	Value
Underline		Use	Test	Setup	

Formative Assessment Strategies

Strategy	*Teacher Role*
Whiteboard Responses	*Have students answer questions on personal white boards that they show you.*
Illustration	*Have students create a pictorial representation to explain their learning.*
One Minute Writing	Ask students to write a summary of what they learned today… they only have one minute to get everything they can think of on paper! *(Use it as an exit ticket to evaluate which students have mastered the concepts and which students need reteaching.)*
Checkmate	*Ask a student a question that relates to the day's learning. When the student answers, ask another student if the answer is correct or incorrect. Then, ask a third student for an explanation of why there is agreement or an argument.*
My Favorite NO	*Upon entering the classroom, have students answer a review question on a note card or half-sheet of paper. Give no more than 5 minutes for the students to compose an answer or work the math problem. Once the students turn in their notecards/papers, sort them into piles of incorrect/ correct answers. Choose your favorite incorrect answer as your "favorite NO" and analyze it as a class.*
3-2-1	Have the students write 3 pieces of new learning; 2 pieces of information they found interesting; and 1 question they would like to know the answer to.

What is the difference between formative and summative assessment?

Formative assessment: The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:
-help students identify their strengths and weaknesses and target areas that need work
-help faculty recognize where students are struggling and address problems immediately
　　　Formative assessments are generally low stakes, which means that they have low or no point value.

Summative assessment: The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.

Pretty Prairie, USD 311 *We Educate for Success*
Student Intervention Team (SIT)

Referral Form

*Student Name:*_____*Grade:*_____

*Referring Teacher:*_____*Date:*_____

Reason for Referral: _____Acadmeic _____ Behavior _____ Emotional _____ Medical

> *This form serves as an initial referral for assistance with a student in a general education setting. Please complete the form below with consideration of strengths, needs, and interventions. Please provide as much feedback as possible.*

> **This document will become part of the student's permanent record.**

Strengths

Academic Performance
Place a + next to any statement that is true

_____ Responds well to whole-group instruction

_____ Works well in group settings

_____ Motivated to do well in school

_____ Reads for pleasure

_____ Has the skills to plan ahead and complete assigned tasks

_____ Seeks additional assistance when needed

_____ Has a •C• average or better

_____ Poor/ inconsistent attendance

Family Support
Place a + next to any statement that is true

_____ Appears to have an outside support system

_____Positive school/family communication

_____Parental involvement in school work/activities

_____Family supports the philosophy: *breaking rules=consequences*

_____ Parent(s) supports student achievement

_____Perceives that adults value him/her

Social/Emotional Performance
Place a + next to any statement that is true

_____ Understands rules and consequences

_____ Associates with a positive peer group

_____ Demonstrates empathy/sympathy/friendship skills

_____ Optimistic outlook on life

_____ Can resist negative peer pressure

_____ Demonstrates problem solving/self-advocacy skills

_____ Seeks to resolve conflict in a non-violent manner

_____ Involved in sports, clubs, or organizations

_____ Places a high value on helping others

_____ Displays confidence

_____ Tells the truth, even when it's not easy

_____ Accepts and takes personal responsibility for choices

_____ Positive rapport with teachers/ staff members

_____Frequently asks to leave the classroom

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Student Intervention Team (SIT)

Referral Form

How was the parent notified of teacher concerns prior to the SIT referral?

____Phone Call   ____ Note Home   ____ Email   ____Conference   ____Face-to-Face Visit

Date of contact: _____

Please describe the specific concerns prompting this referral. (i.e. What makes this student more difficult to teach?) List any academic, social, emotional or medical factors that negatively impact the student's performance.

_____

_____

_____

_____

How do this student's academic skills compare to those of an average student in your classroom?

_____

_____

In what settings do the problems occur *most* often?

_____

_____

In what settings do the problems occur **least**?

_____

_____

What are the student's strengths, talents, or specific interests?

1._____

2._____

3. _____

COMMENTS:

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We Educate for Success
Student Intervention Team (SIT)

Data Collection

	Strategies Used	**Notes:**
Week 1 **Start Date:** ___/___/___ **End Date:** ___/___/___	*Note the teacher in charge of implementation	Was the intervention successful? Yes_____ No_____
Week 2 **Start Date:** ___/___/___ **End Date:** ___/___/___	*Note the teacher in charge of implementation	Was the intervention successful? Yes_____ No_____
Week 3 **Start Date:** ___/___/___ **End Date:** ___/___/___	*Note the teacher in charge of implementation	Was the intervention successful? Yes_____ No_____

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We Educate for Success

Student Intervention Team (SIT)

Data Collection

	Strategies Used	Notes:
Week 4 **Start Date:** ___/___/___ **End Date:** ___/___/___	*Note the teacher in charge of implementation	 Was the intervention successful? Yes_____ No_____
Week 5 **Start Date:** ___/___/___ **End Date:** ___/___/___	*Note the teacher in charge of implementation	 Was the intervention successful? Yes_____ No_____
Week 6 **Start Date:** ___/___/___ **End Date:** ___/___/___	*Note the teacher in charge of implementation	 Was the intervention successful? Yes_____ No_____

Tier I Strategies

Break from the routine
-move position in class
-send student on errand

Consequences
-Avoid power struggles
-Call parent or note home
-Card Flip
-Clear, consistent, and predictable consequences
-Do unfinished work during recess or unstructured time
-Have student say a nice thing to the student they called a name
-Logical consequence
-Natural consequences
-Office referral
-Reflection sheet
-Remove from room
-Speak in calm and neutral tone
-Take away privileges
-Take away unstructured or free time

Praise

-Acknowledge positive behavior
-Praise student frequently
-Praise when cooperative and well behaved
-Praise when good attitude and involvement occur
-Praise when on task

Rewards
- Incentives
-Call parent or positive note home

Other
-Alternate Seating In Own Space
-Alternative modes of completing assignments
-Assign a buddy or partner
-Assign a classroom job
-Break down assignment
-Break down directions
-Call on student frequently
-Clear and concise directions
-Color coded folders
-Count to 10
-Daily planner
-Deep breathing
-Draw a picture or write in a journal
-Encourage interaction with a more self confident student
-Engage student
-Explain assignment
-Explain directions
-Frequent eye contact
-Frequent home contact
-Give choices
-Have student repeat directions back
-Headphones
-Helping Students with Homework
-Help student start assignment
-Ignore
-Individual work space
-Listen to music

Other (continued)
-Model appropriate language
-More structured routine
-Move to new location in the classroom
-Non verbal cues
-Organize materials daily
-Pause before giving a direction
-Provide a container for the student's belongings
-Proximity to students
-Reassurance
-Redirection
-Reduce assignment
-Reflective listening
-Review PBIS expectations and rules
-Speak in calm and neutral tone
-Speak with student in hallway
-Stand while working

Resource: https://www.pbisworld.com/		
Tier II Strategies	**Tier III Strategies**	**Tier IV Strategies**
Alternatives To Suspension Behavior Contract Behavior Intervention Plan (BIP) Structured Breaks Check In Check Out (CICO) Classroom Management Support Counselor Referral Daily Behavior Form Forced Choice Reinforcement Survey Functional Behavior Assessment (FBA) Individual & Visual Schedules Mentoring Non-Verbal Cues & Signals Organizational Tools Peer Tutoring Response To Intervention (RTI) Reward System Self Monitoring Sensory Tools Social Stories Teach Conflict Resolution Skills Teach Coping Skills Teach Relationship Skills Teach Relaxation Techniques Teach Social Skills	Behavior Meetings Collaboration With Student's Physician And/Or Mental Health Provider No Passing Time Time Out (Structured Time Out)	Any documented intervention provided by a specialized professional (reading specialist, SPED, School Psychologist, Title, School Counselor (for behavior), etc. This intervention should be consistent for at least two weeks in order to show the need for specialized instruction.

Building Administrator:_____   Date:_____

Implementing Teacher:_____   Date:_____

Implementing Teacher:_____   Date:_____

Implementing Teacher:_____   Date:_____

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BEHAVIOR REFERRAL

Major Offenses	Action
Major offenses are severe in nature, result in liability issues, and/or disrupt the learning process. These behaviors require immediate administrator involvement; consequences are listed in the handbook. Parent contact made by administration.	
o Aggression/ Hurting Others Physically o Bullying Behaviors o Cheating o Damaging School Property o Defiance o Discrimination o Dishonesty o Dress Code Violation o Harming Others Verbally/Emotionally o Misusing Technology o Sexual Harassment o Swearing o Threatening Words o Truancy o Weapon Violation o **REPEATED MINOR VIOLATIONS** o Other _____	**Administrator Notes:**
Minor Offenses	Action
Minor offenses should be handled by the classroom teacher. Parent contact, if needed, made by teacher.	
o Disrupting Instructional Time o Disrespecting Others with Actions o Disrespecting Others with Words o Inappropriate Talking o Interrupting the Teacher o Not Following Directions O Other _____	**Teacher Notes:**

_____   _____
Student Signature   Parent/Guardian Signature   Date

_____   _____
Teacher Signature   Administration Signature   Date

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Student Reflection Sheet

What did you do?	**The behavior choice I made was…**
What should you have been doing?	**The expectations during this time were…**
Why did you make this choice?	**My choice of behavior was inappropriate because…**
How will you make sure this doesn't happen again in the future?	**In the future, I will…**

This form will be used to communicate between teachers and administration, students and teachers, administration and parents.