Big Stone City School

District 25-1

Teacher

Handbook

2022-2023



*\*\*Page at end of handbook, please sign and return the last page to the principal.\*\**

**BIG STONE CITY SCHOOL DISTRICT 25-1**

**MISSION STATEMENT**

“Educating all students for a lifetime of success!”

**SCHOOL PHILOSOPHY**

The philosophy of the Big Stone School District 25-1 shall be so designed to implement such educational programs that will best meet the needs of each individual child according to his/her potential. This will include all children regardless of abilities.

Children should be exposed, guided, and counseled to develop competencies that are transferable to vocational and life skills. These include the ability to read, write, reason, compute, and develop social skills, attitudes and sound work habits. Children shall be provided experiences that will motivate awareness and creativity.

It shall be the duty and responsibility of the school to provide direction for each child to become a contributing and responsible citizen in society.

**NONDISCRIMINATION STATEMENT**

No child or employee shall be discriminated against because of race, color, age, handicap, sex, religion or national origin. Each child shall be treated as an individual, and educators should build upon a child’s strengths.

**Big Stone City School Staff & Phone Extensions**

**Phone 605-862-8108 Fax 605-862-8640**

**Position Name Phone Extension**

CEO/Business Manager Christopher Folk 109

Principal Janelle Huber 101

Administrative Assistant Stacy Hennings 100

Preschool Ruth Trautner 123

Kindergarten Sarah Chrzanowski 102

First Grade 103

Second Grade Holland Crocker 104

Third Grade Renae Hanson 105

Fourth Grade Jennifer Cronen 106

Fifth Grade Dorla Jacobson 107

Middle School Teacher Robert Walsh 112

Middle School Teacher Rachelle Muenchow 110

Middle School Teacher Kristin Roe 113

Special Education Teacher Nichole Cooper 111

K-8 Title I Lori Brandt 115

Librarian Lynda Ostlund 116

K-8 Physical Education Ashley Wollschalger 124

Music/Band Amy Adelman 114

Speech Karla Kastrup 125

Head Cook Shelly Anderson 120

Assistant Cook Kim Muenchow 120

Paraprofessional Char Athey

Paraprofessional Kerstin Cooper

Preschool Paraprofessional Morgan Lewandowski

Behavioral Interventionist Sylvia Musch 123

Head Custodian Dan Lester

Assistant Custodian Arlo Anderson

School Nurse Jennifer Meyer

Technology Rural Solutions

Bus Driver Leon Schmieg

School Board Members Hillary Henrich, Chair

Susan Westermeyer, Vice Chair

Amy VanLith Sue Christensen

Alan Chrzanowski ***Welcome to Big Stone City School!***

The purpose of the teacher’s handbook is to guide us from time to time on issues which may arise and to create a sense of responsibility and consistency among the staff members, board, and administration.

**SCHOOL DAY**

School will begin with first bell at 8:25 AM each day and dismiss at 3:20 PM. Classes will begin at 8:30 AM. Teachers are expected to be in school and in their respective classrooms by 8:00 AM and to remain until 3:50 PM each day. Teachers may leave at 3:30 PM on Fridays. In all other instances, teachers should not leave early unless by permission of the principal.

**MAKE-UP WEATHER DAYS**

Days when the school closes because of inclement weather, contagious disease, or any day of emergency situation, may be made up by teaching additional days not to exceed 10 days. Such days shall be scheduled from vacation days not yet taken or added to the end of the regular school term. If classes have convened and then are dismissed because of inclement weather, that day constitutes a day of school in session equal to the number of hours planned for that day. (SDCL13-26-2)

KDIO or KELO-land will be utilized for school closings due to inclement weather. The dialer system will be utilized to inform parents/guardians of school closures.

**TEACHER MEETINGS**

Teacher meetings will be held during the school week. The frequency and time of the meetings may be adjusted as necessary. Staff is allowed to flex their time on staff meeting days.

**SUBSTITUTES**

If for any reason a teacher needs a substitute, contact the Principal by 6:45 AM. If no answer, call the CEO/Business Manager. If neither can be reached, leave a message on both the principal and CEO/business manager’s school voicemail.

Keep the following on hand for the substitute: a copy of seating arrangement, a copy of your daily schedule, and detailed lesson plans. Please keep a detailed folder for substitutes.

# ADDITIONAL CREDIT HOURS

BA/BS+15; BA/BS +30; BA/BS+45 status must be graduate hours on file with the principal. No adjustments of contracts will be made for receiving a BA/BS + 15, +30, or +45 after September 1 on the current year’s contract. Graduate hours must be in the area of concentration in which the teacher is teaching or hours which can be applied to a master program in that area. Prior approval is needed for any credits that are to be applied for a change in salary prior to payment. Proof of the hours earned and in the case of a master program, a copy of the program must be on file in the principal's office.

**EVALUATIONS**

All professional teaching staff will be evaluated in accordance with SDCL-13-42-34 to provide feedback to professional staff members noting strengths, as well as area(s) needing improvement. This requires a minimum:

* Teachers in years one to three of employment, commonly referred to as probationary teachers, must be evaluated each year.
* Teachers in or beyond their fourth year of employment, commonly referred to as non-probationary teachers, must be evaluated at least once every two years. In order to meet this requirement, a non-probationary teacher may be placed in the following three year cycle at the discretion of the building principal.
  + Year A: Comprehensive Evaluation (Appendix B) and SLO
  + Year B: Professional Growth Plan (Appendix C) and SLO
  + Year C: SLO (Appendix D)

The timeline used to evaluate educators is Appendix A.

**LEAVE**

All leave must be approved in advance by the principal and CEO. Leave is to be requested by completing leave form available in the business office. In the case of illness, a leave form should be completed and turned in upon return to school.

**LEAVE OF ABSENCE**

A teacher or other personnel requesting a leave of absence will be granted such leave at the discretion of the board on an individual basis. If such leave is granted, it shall not exceed one year. One year shall mean one school year. The teacher will be reinstated at the step he/she was on at the time the leave was granted.

**MATERNITY / PATERNITY LEAVE**

Teachers or staff members may take up to six weeks maternity or paternity leave by use of sick leave balance. After sick leave days have been depleted, pay will be deducted at the contract rate.

**HIGHER EDUCATION LEAVE**

Higher Education Leave is defined as leave for the purpose of furthering college education, renewing licensure, or obtaining new licensure. Staff should make every effort to schedule higher education during scheduled non-school days. The exception would be staff development leave which is part of an approved staff development training in which college credit is offered and paid on the staff member’s behalf. Big Stone City does offer tuition reimbursement for certified staff as per the negotiated agreement. Higher Education Leave may be taken as personal leave. However, once personal leave has been expended, all leave would be unpaid leave. Requests for Higher Education Leave must be approved in advance by the principal and CEO.

**STAFF PURCHASING**

Staff is not allowed to purchase personal items through school accounts.

**PROFESSIONAL DUES**

The school district does not provide for professional and/or subscription dues for teachers.

**EXTRA HOURS**

Any extra hours must be requested and approved in writing in advance. Any hours not authorized will not be paid. If you need extra hours, please secure the proper form from the principal and CEO.

**SCHOOL ACTIVITIES**

All teachers are expected to work at all assigned school activities. The teacher will be paid according to the negotiated agreement. This does not apply if it is an activity involving the whole school. Teachers are encouraged to attend activities even if you are not assigned to do so.

**FACULTY DRESS**

Certified employees and paraprofessionals will be expected to dress professionally. Fridays and other designated days will be considered ‘casual dress days.’

Big Stone City School does not provide work clothing for staff.

**GRIEVANCE**

Any grievance you have should go through proper channels. If you feel you have a grievance that violates school policies, please put your grievance in writing and sign it. The principal shall respond to it. If you are not then satisfied, you may appeal such grievance to CEO and the board of education for their disposition or comments. A complete grievance policy is included at the end of the handbook.

**TEACHER ASSISTANCE TEAM (TAT)**

Although regular classroom teachers can meet the needs of many children with learning and behavior problems within the regular classroom setting, situations arise when teachers need assistance. In such instances, many classroom teachers often have no place to turn for help.

The Teacher Assistance Team is a within-building system for supporting classroom teachers on a day by day basis. The team is composed of the building principal, or designee, special education teacher, classroom teachers, and referring teacher. In some instances, a parent and/or the child himself may be included as a fully participating team member. The team serves as a within-building peer problem solving group.

The teams are based on the belief that teachers have the skills and knowledge to effectively teach many students with learning and behavior problems by working together in a problem-solving process.

**SUPERVISION (**Policy JHFA)

Strict, but fair supervision, will be required in all buildings. DO NOT LEAVE STUDENTS UNATTENDED IN CLASSROOMS.

Students are not to be left alone in the classrooms at any time nor are they to be left unsupervised on the playground. If a teacher is in need of help, please call the office or a neighboring classroom. If some of the students are to remain indoors during recess or noon break, assemble them in one room with a supervisor.

Playground supervisors for noon duty shall be responsibility of the classroom teachers. Cooperate to make the playground supervisor's job easier. Please remember that all teachers are to supervise the hallways in all buildings. Remember documentation is essential for all situations!

**DISCIPLINE IN CLASSROOM**

Discipline is a branch of learning and knowledge which develops self-control, character, orderliness, and efficiency. The Big Stone City School has certain standards for student behavior and has adopted PBIS school-wide approach to discipline. PBIS (Positive Behavior Interventions and Supports) is a systems approach to enhancing the capacity of the schools to educate all children by developing research-based, school-wide, and classroom discipline systems. The process focuses on improving a school’s ability to teach and support positive behavior for all students. PBIS allows parents/ guardians and teachers to have open communication about what is expected in all areas of the school.

Our school’s behavior expectations center on the idea of ROAR:

**R: Respect - Self, others, staff, and school**

**O: Openly Kind - Unconditional positive regard for EVERYBODY**

**A: Academic excellence - 110% for myself, my school, and my future**

**R: Responsibility - *My behavior…my* choice**

DOCUMENTATION IS ESSENTIAL! Keep records of discipline problems: date, time, where, and what. These should be kept for your own protection, and a copy should be given to the principal. Teachers will monitor their own detentions.

# CONFERENCES

Parent-Teacher conferences will be held following quarters one and mid-term of quarter three. Keep a file on each student's work. Either parents or teachers may request additional conferences as needed. Conferences will be scheduled at a time that is mutually agreeable with parents and other teachers during conference week.

**RECESS**

Grades K-5 will have a noon recess plus one other recess in either the afternoon or morning. Playground supervision is handled by the teachers and/or paraprofessionals. Grades 6 - 8 will have recess time after lunch.

**INJURIES**

**ALL** injuries should be reported to the office. The person supervising must complete a school injury form stating person injured, time, who was in charge, what happened, and what was done to help the student.

**FIELD TRIPS**

Educational field trips are encouraged. Trips are to be planned in advance so that there is ample time to prepare the students for the trip. There should always be a project connected to such trips. Field trips are not just a day off. All trips are cleared through the office so there is ample time to arrange for transportation. Remember that fundraising is a possibility to offset the cost. Although parental consent forms are sent home at the beginning of the year, parental notification is required again prior to the field trip. This can be done by utilizing the dialer or by a note sent home by the classroom teacher.

**WELLNESS** (Policy AE)The school does have an adopted wellness policy. Teachers have been provided copies of this document. Teachers are encouraged to make healthy choices for the students in their classrooms and to limit certain types of foods and beverages. There are many examples of foods that fall into the “healthy choices” requirement of this policy. The following are some things to think about as teachers plan snacks for their classrooms.

* Best Choices: Granola bars, nut mix, fresh or dried fruit, raisins, beef jerky, yogurt, string cheese, fruit juice (100% juice), and roasted peanuts.
* Good choices: Popcorn, animal crackers, pretzels, crackers with peanut butter, baked chips, corn nuts, and low-fat pudding.

**EMERGENCY PROCEDURES**

An “Emergency Procedures” folder is located in every classroom. It should be kept in an easily accessible location such as close to the phone or door. Staff should read and be familiar with the emergency procedures policies.

**FIRE DRILL**

Fire drills will be held twice a semester. Teachers should thoroughly explain the procedure to be used during the first week of school. Designate alternative exits to be used instead of those that would normally be used by the children including escape windows, other doors, and areas where they are to assemble when leaving the building. The United Methodist Church basement (grades 6-8) and the St. Charles educational building (grades PK - 5) have been designated as the places to go if a real fire occurs.

**TORNADO DRILLS**

Tornado Drills are to be held once per semester. This alarm will be a continuous blast differing from the series of on and off blasts of the fire alarm. This alarm will be a verbal warning through the intercom system. Students are to follow the designated routes based on their location and are to assume the correct emergency position. The locations and the correct emergency position should be explained to all students the first week of school.

**PHONES**

If students need to use a phone, they should use the phone located within their classroom at a proper time. The teacher is then responsible for permission and is aware of frequent abuses.

**SUPPLIES**

The following supplies will be kept in the general office for use in classrooms: paper clips, staples, copy paper, colored paper, scotch and masking tape, and glue. Please call the office to check on the availability of supplies before sending students. If additional supplies are needed, please contact the administrative assistant.

**RECYCLING**

The school will recycle all white paper from the classrooms, offices, kitchen, and custodial areas. All metal cans, glass, and plastic containers will be recycled according to methods acceptable to recycling facilities.

**SCHOOL LUNCH**

Student Breakfast – $2.50

Student Lunch - $3.30

Adult Breakfast - $3.00

Adult Lunch - $5.00

Seconds - $1.50

Homeroom teachers are not required to supervise the lunch period. Following lunch count, teachers are free to eat in their classrooms or leave school grounds (with notification).

**TESTING**

Testing results are used to compare student growth to norm groups, for assessment of individual progress, and evaluation of curriculum and instruction within the school. Each spring students in grades 3-8 take the SBAC Test in Math and ELA. Additionally, Grades 5 and 8 take SDSA in science. Individual results are shared with parents through reports. These scores are also placed in the student’s file. Statewide comparisons are available in grades 3-8.

**GRADING**

The following is our current grading scale for grades 6-8:

100-99 (A+) 93-92 (B+) 85-83 (C+) 75-74 (D+) 69-0 (F)

98-96 (A) 91-89 (B) 82-79 (C) 73-72 (D)

95-94 (A-) 88-86 (B-) 78-76 (C-) 71-70 (D-)

This grading scale is not applicable in K-5, Standard Based Grades will be utilized in grades K-5 with the following scale:

N - Not meeting standard/expectation

A – Approaching standard/expectation

M – Meeting standard/expectation

E – Exceeding standard/expectation

Grades shall be kept in class registers, entered into Infinite Campus, and by the end of each nine-week period, placed on permanent report cards. Pertinent information may be written on the comment area of the report card.

**GRADE AND ATTENDANCE BOOKS**

Keep your grade books up to date with a fair and consistent number of weekly grades. Grades 3-8 are required to send out midterms and utilize Infinite Campus.

Keep your school registers up to date with attendance on a daily basis. If you are absent and do not submit attendance, please update Infinite Campus upon return.

**LESSON PLANS**

Lesson plans are to be made a minimum of one week in advance and placed in the designated server file by Friday. Lesson plans include a unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented in each subject. Elementary teachers will submit a classroom schedule to the principal at the beginning of each school year.

**INVENTORY**

A completed inventory shall be turned in to the CEO/Business Manager prior to checking out each spring.

**PREPARATION TIME**

Teachers are required to be available at the school during the hours between 8:00 AM and 3:50 PM. Preparation periods are meant to be a time when a teacher is preparing self or lessons, materials, etc. for the students. Any deviation from this should be an emergency situation. Physical education, music, counseling periods (unless asked by the counselor to be present), and open periods are intended to be preparation periods; however, there may be times when an extra rehearsal for a program is needed, teachers from the grades involved are expected to be in attendance at the rehearsal.

**AUTHORITY**

The chain of authority shall be teacher to Principal to CEO/Superintendent to board of education president for any problem involving students or teachers as stated in the school policy handbook.

**CERTIFICATION**

No person shall be allowed to teach or administer in any of the public schools of this state nor draw wages as a teacher, principal or superintendent who does not have a valid certificate authorizing said person to teach or administer in a school or field for which he/she is employed. (SDCL 13-43.1 and 13-43.5)

**TENURE/PROBATIONARY**

Teachers having been given their fourth contract are considered as tenured teachers.

Teachers not having been offered a third contract are probationary teachers.

**JUST CAUSE FOR TERMINATION** (Policy GCPD)

A teacher may be terminated, by the school board, at any time for just cause, including breach of contract, poor performance, incompetence, gross immorality, unprofessional conduct, insubordination, neglect of duty, or the violation of any policy or regulation of the school district. SDCL 13-43-6.1

**NONRENEWAL OF TEACHER’S CONTRACT** (Policy GCPD)

Until a teacher is in or beyond the fourth consecutive term of employment as a teacher with the school district, a school board may or may not renew the teacher’s contract. The superintendent or school board shall give written notice of non-renewal by April 15 but is not required to give further process or a reason for non-renewal.

After a teacher is in or beyond the fourth consecutive term of employment as a teacher with the school district, SDCL 13-43-6.1 and 13-43-6.2 apply to any non-renewal of the teacher’s contract. On or before April 15, the school board shall notify the teacher in writing of its intention to not renew the teacher’s contract.

Acceptance by the teacher of an offer from the district to enter into a new contract with the teacher shall be in the manner specified in the offer. Failure of the teacher to accept the offer in the manner specified shall result in the termination of the existing contract between the teacher and the district at the end of its term. SDCL 13-43-6.3.

**NONRENEWAL DUE TO STAFF REDUCTION** (Policy GCPA)

Notwithstanding SDCL 13-43-6.1 to 13-43-6.3, inclusive, if a teacher’s contract is not renewed due to reduction in staff, only written notice is required, which shall be provided by the school board to the teacher by April 15. SDCL 13-43-6.5

**STUDENT DIRECTORY INFORMATION NOTICE**

**JOA-E**

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that the District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, the District may disclose designated “directory information” without written consent, unless you have informed the District that prior written consent is required before disclosing the directory information. The primary purpose of directory information is to allow the District to include this type of information from your child’s education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s, guardian’s or eligible student’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require the District to provide military recruiters, upon request, with the names, addresses and telephone listings of the students unless parents or guardians have advised the District that they do not want their student’s information disclosed without their prior written consent.

If you do not want the District to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing within thirty (30) days of the beginning of the school year or, if enrolling after the beginning of the school year, within thirty (30) days of enrollment. The District has designated the following information as directory information:

1. Student’s name;

2. Address;

3. Telephone listing;

4. Name(s) of Parent(s)

5. Photograph;

6. Date and place of birth;

7. Dates of attendance;

8. Grade level;

9. Participation (including video) in officially recognized activities and sports;

10. Weight and height of members of athletic teams;

11. Degrees, honors, and awards received;

12. The most recent educational agency or institution attended.

**USE OF ALCOHOL, DRUGS, AND CONTROLLED SUBSTANCES**

**GBEC**

Student and employee safety is a paramount concern to the school board. Employees under the influence of alcohol and/or other drugs are a serious risk to themselves, to students, and to other employees. Therefore, the school board will not tolerate the unlawful manufacture, use, possession, sale, distribution, or being under the influence of alcohol and/or other drugs. Any employee who violates this policy will be subject to disciplinary action, which may include dismissal, and referral for prosecution. Each employee of the district is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and will report to the superintendent any criminal alcohol and/or other drug statute convictions for any alcohol and/or drug violation. Such notification must be made by the employee to the Superintendent/CEO no later than five (5) days after conviction. Should the affected employee be the Superintendent/CEO s/he will report to the Board no later than the next regular meeting of the Board.

Within thirty (30) days after receipt of information concerning an alleged or proven violation(s) of this policy, the district will take appropriate disciplinary action, which may include termination of employment, requiring the employee to participate in alcohol and/or other drug abuse assistance or rehabilitation programs, and possible referral for prosecution.

The school board recognizes that employees who have an alcohol and/or other drug use/abuse problem should be encouraged to seek professional assistance. An employee who requests assistance shall be provided a listing of the regional treatment facilities or agencies to assist him/her in their choice of a service provider.

When a staff member has consumed alcoholic and/or illegal drugs off school property and/or before a school activity, the staff member will not be allowed on school property or to participate in school activities. Staff members who violate this regulation will be subject to the same disciplinary sanctions, as for possession or consumption on school property.

The school board hereby commits itself to a continuing good faith effort to maintain a drug-free environment.

**STAFF COMPLAINTS AND GRIEVANCES**

**GBM**

The Board will encourage the administration to develop effective means for resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and the Board.

Grievance procedures should provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and each employee should be assured opportunity for an orderly presentation and review of complaints and concerns. Channels established will provide for the following:

1. That teachers and other employees may appeal a ruling of a principal or other administrator to the Superintendent/CEO;

2. That all school employees may appeal a ruling of the Superintendent/CEO to the Board.

The procedures established for the resolution of grievances in agreements negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular agreement.

**REDUCTION IN PROFESSIONAL STAFF WORK FORCE**

**GCPA**

Staff reduction occurs when the Board eliminates all or part of an existing position held by anyone to whom continuing contract rights apply. In the event the Board determines that a staff reduction is necessary, the Board must only give the teacher, either non-tenured or tenured, written notice before April 15th of the Board’s decision to not renew the contract due to a staff reduction. The following guidelines will be considered:

1. An effort will be made to effect the reduction through normal attrition. The Education Association will be notified and group recommendations considered if received within 14 days of issuance of the notice.

2. Positions held by persons with less than full certification for their current teaching assignment will be open to a properly certified and experienced continuing contract teacher who has been notified that his or her position has been eliminated and has requested to be considered.

3. If a position of a continuing contract teacher is eliminated due to staff reduction, the Board will determine which continuing contract teacher or teachers are to be released, considering the following criteria, as applicable. The criteria are not in rank order of importance:

a) Student and curriculum needs;

b) Prior evaluations;

c) Competency;

d) Qualifications;

e) Certification;

f) Experience in the area to be taught;

g) Educational background;

h) State and federal mandates;

i) Administrative recommendation.

The continuing contract teacher who has been notified that his or her position has been eliminated shall notify the Board of any positions for which the teacher wishes to be considered and can establish required qualifications.

The Board will follow the provisions of state law in making staff reductions involving professional staff members on continuing contract status.

**RECALL**

For the purpose of this policy, the effective date of a lay-off by reduction in force shall be June 30. The teacher subject to reduction in force termination shall provide a list of positions for which the teacher wishes to be considered and is qualified to fill. If, during the first fiscal year subsequent to the lay-off, a vacancy occurs in the grade, subject area, and activity for which a laid-off teacher, wishes to be considered, an offer of re-employment shall be extended to the teacher, subject to interview and updated background check. When more than one staff member has the same recall date for the open position, the Board may consider, among other things, the matters identified in paragraph three of this policy.

Recall privileges cease when a staff member resigns. Recall privileges will also cease if, upon being recalled, the staff member fails to report within twenty (20) calendar days after the mailing of a written notice of recall. Such notice shall be sent to the last address furnished to the superintendent by the staff member, and the twenty (20) day period shall commence to run on the day the notice is mailed. Recall privileges will not apply to teachers under contract with another school district unless that recall is for anticipated positions in the ensuing year.

**SEXUAL HARRASSMENT**

**ACAA**

## SECTION 1 – Policy Statement

The District is committed to a school environment which is free from sexual harassment and conducive to all students’ educational opportunities. Sexual harassment can inhibit a student’s educational opportunities and an employee’s work. Sexual harassment of students attending school in the District or students from other schools who are at a District activity, and sexual harassment of school employees, school volunteers, parents, guests, visitors and vendors of the District shall also not be tolerated and is strictly prohibited.

All students, school employees, school volunteers, parents, guests, visitors and vendors shall conduct themselves in a civil and responsible manner and in a manner consistent with school policies. This policy prohibiting sexual harassment shall apply to all students, school employees, school volunteers, parents, guests, visitors and vendors while on school property, while attending or participating in school activities, on school-owned property or on non-school property, while in any school-owned or leased vehicle, while at a school bus stop, or when in a private vehicle located on school property during school or during school activities

The District shall investigate all reported instances involving sexual harassment. Attempts to informally or voluntarily resolve the complaint should not delay the commencement of the District’s investigation. Unless a different person is designated by the Superintendent to conduct the investigation, the school administrator of the school attendance center where the sexual harassment is alleged to have occurred is responsible for investigating the alleged sexual harassment. Allegations of sexual harassment may also be reported by the administration to other authorities, including but not limited to law enforcement.

The District will maintain confidentiality to the maximum extent possible under the circumstances. However, a person reporting sexual harassing conduct must understand that should the administrator who is investigating the report determine there is reasonable cause to suspect that sexual harassment did occur which could result in administrative discipline or a referral to the School Board, the person alleged to have sexually harassed another person may have the right to know the identity of the person(s) making the report in order that he/ she may have an opportunity to defend himself/herself.

The District strictly prohibits retaliation against any person because he or she has made a report, testified, assisted, or participated in the investigation of a report of alleged sexual harassment.

Retaliation includes, but is not limited to, any form of verbal or physical reprisal or adverse pressure. The person(s) alleged to have sexually harassed another person shall not directly or indirectly (such as through a third person) harass, pressure, or retaliate against any other person because of the complaint being reported. A violation of this provision may lead to separate disciplinary action based on the retaliation. Any person who believes he or she is being subjected to retaliation because of his or her involvement with a sexual harassment report should immediately contact a school administrator.

Students who violate this policy shall be subject to appropriate disciplinary action, up to and including expulsion. Employees who violate this policy shall be subject to appropriate disciplinary action, up to and including termination of employment. School volunteers, parents, guests, visitors, and vendors who violate this policy may be prohibited from being on school property.

## SECTION 2 – Sexual Harassment Defined

Sexual harassment is defined as sexually oriented words and actions which tend to annoy, alarm or be physically or verbally abusive toward another person and which serve no legitimate or valid purpose regardless of the intent of the person accused of the sexually harassing conduct. Not all harassment falls within the definition of sexual harassment (i.e., harassment that is of a sexual nature). Other laws, regulations and policies also prohibit inappropriate conduct and provide a means for addressing inappropriate conduct should it occur.

Sexual harassment is a specific type of harassment which is prohibited under this policy. Examples of sexual harassment include, but not limited to:

1. Unwelcome sexual flirtations, advances or propositions;
2. Verbal comments, jokes, or abuse of a sexual nature;
3. Graphic verbal comments about an individual's body;
4. Sexually degrading words used to describe an individual;
5. Displaying pornographic material;
6. Physical contact or language of a sexually suggestive nature.

## SECTION 3 – Sexual Harassment Reporting Procedure

Any individual who believes that he or she has been or is being subjected to sexual harassment or has reason to suspect another person has been or is being subjected to sexual harassment should immediately report it to a teacher, guidance counselor, or school administrator. The report may be made verbally or in writing. A report may be made anonymously, although disciplinary action may not be based solely on an anonymous report. If disciplinary action is being requested, the individual reporting the sexual harassment will be asked to either submit a signed written complaint or sign a completed Sexual Harassment Report Form, Exhibit ACAA- E(1), verifying the accuracy of its content. The written complaint or Sexual Harassment Report Form must include the following:

* the date the written complaint was filed or the Sexual Harassment Report Form was completed,
* the school employee receiving the complaint (if applicable),
* the name of the person reporting the sexual harassment,
* the address/phone # of the person reporting the sexual harassment,
* the specific conduct or nature of the sexual harassment complaint including the person(s) alleged to have sexually harassed the complaining party or another person, the date(s) and location where the conduct occurred, witnesses, etc.,
* the date the school employee completed the form (if applicable),
* the date and signature of the person reporting the sexual harassment.

If the signed written complaint was given to a teacher or guidance counselor, or if the Sexual Harassment Report Form was completed by a teacher or guidance counselor, the teacher or guidance counselor shall forward the complaint or Sexual Harassment Report Form to the teacher’s building school administrator.

For procedures for addressing sexual harassment complaints refer to Policy ACAA Section 4.

**REPORTING CHILD ABUSE**

**JHG**

The term, abused or neglected child, means a child:

1. Whose parent, guardian, or custodian has abandoned the child or has subjected the child to mistreatment or abuse;
2. Who lacks proper parental care through the actions or omissions of the child's parent, guardian, or custodian;
3. Whose environment is injurious to the child's welfare;
4. Whose parent, guardian, or custodian fails or refuses to provide proper or necessary subsistence, supervision, education, medical care, or any other care necessary for the child's health, guidance, or well-being;
5. Who is homeless, without proper care, or not domiciled with the child's parent, guardian, or custodian through no fault of the child's parent, guardian, or custodian;
6. Who is threatened with substantial harm;
7. Who has sustained emotional harm or mental injury as indicated by an injury to the child's intellectual or psychological capacity evidenced by an observable and substantial impairment in the child's ability to function within the child's normal range of performance and behavior, with due regard to the child's culture;
8. Who is subject to sexual abuse, sexual molestation, or sexual exploitation by the child's parent, guardian, custodian, or any other person responsible for the child's care;
9. Who was subject to prenatal exposure to abusive use of alcohol, marijuana, or any controlled drug or substance not lawfully prescribed by a practitioner; or
10. Whose parent, guardian, or custodian knowingly exposes the child to an environment that is being used for the manufacture, use, or distribution of methamphetamines or any other unlawfully manufactured controlled drug or substance.

Any teacher or other school employee, who suspects that a child under 18 years of age has been neglected or abused by a parent or other person, will report orally or in writing this information to the building Principal or Superintendent. The Principal or Superintendent shall immediately report this information to the state's attorney, the department of social services, or to local law enforcement. The teacher or other school employee who witnessed the disclosure or evidence of the abuse or neglect must be available to answer questions when the initial report is made. If the Principal or Superintendent does not confirm to the teacher or other employee within 24 hours that the report has been submitted, the employee will report the information directly to the state's attorney, the department of social services, or to local law enforcement.     
   
The report will contain the following information: name, address, and age of child; name and address of parent or caretaker; nature and extent of injuries or description of neglect; and any other information that might help establish the cause of injuries or condition.     
   
School employees, including administrators, will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employees to prove that the child has been abused or neglected, or to determine whether the child is in need of protection, but only to report suspicions of abuse or neglect.     
   
Anyone who participates in making a report in accordance with the law and in good faith is immune from any civil or criminal liability that may otherwise arise from the reporting, or from any resulting judicial proceeding, even if the suspicion is proved to be unfounded.     
   
Information or records concerning reports of suspected abuse or neglect are confidential.  The release to persons other than those provided by law is a class one misdemeanor.  Failure to make a report of abuse or neglect is a class one misdemeanor.     
   
Copies of this policy will be distributed by the Superintendent to all school employees at the beginning of each school term, and to new employees when they begin employment if at a different time than the beginning of the school term.

**SUPERVISION OF STUDENTS**

**JHFA**

When students are in school, engaging in school-sponsored activities, or traveling to and from school on school buses, they are responsible to the school, and the school is responsible for them. School personnel assigned to their supervision serve in loco parentis.

The Board expects all students to be under assigned adult supervision at all times when they are in school, on school grounds, traveling under school auspices, or engaging in school-sponsored activities. School personnel assigned this supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave his or her assigned group unsupervised except as an arrangement has been made to take care of an emergency.

During school hours, or while engaging in school-sponsored activities, students will be released only into the custody of parents or other authorized persons.

The school administration will assure that anyone who wishes to contact a student during the school day is doing so for proper reasons.

The superintendent/CEO and principal may discipline students for aggressive or violent behavior that disrupts school or that affects a health or safety factor of the school or its programs.

**EMPLOYEE USE OF NETWORKING SITES**

**GBCBB**

Technology will be used to complement and foster public education. Utilization by employees must not distract from or disrupt the educational process. Proper decorum is the standard of conduct expected of a professional. That standard will apply to the use of technology and social networking sites.

The Superintendent/CEO will ensure that staff members are reminded and informed of the importance of maintaining proper decorum when using technology as well as in person.

Proscribed conduct includes:

* + Improper fraternization with students.
  + Listing students as friends on networking sites.
  + Staff members providing private phone numbers without prior approval of the district.
  + Inappropriate email or phone contact with students.

**WELLNESS**

**AE**

The Big Stone City School District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students.

The school will convene a committee to develop its wellness policy.

**General Guidelines**

* Procedures will be in place for providing information to families, upon request, about the ingredients and nutritional values of the foods served.
* Food and beverages sold or served on school grounds or at school sponsored events during the normal school day will meet the Dietary Guidelines for Americans and the Standards for Food and Beverages set forth in this document.

**Nutrition Standards Component**

* Students’ life-long eating habits are greatly influenced by the types of foods and beverages available to them. Foods of good nutritional content including fruits, vegetables, low-fat dairy foods, and low-fat grain products will be available wherever and whenever food is sold or otherwise offered at school during the normal school day. Examples may include a la carte, snacks, and school sponsored events.

**Daily Physical Education Classes K-8**

* Between the hours of 8:00AM – 8:30AM all K-8 students receive recess.
* Elementary students receive 30 minutes of recess during lunch time and 15 minutes in the AM.
* Middle school students receive 15 minutes of recess during lunch time.
* Elementary students will receive 30 minutes of physical education classes per day.
* Middle school students will receive 40 minutes of physical education classes for 3 days per week.
* Health instruction will be given to all K-8 students for 2 days per week.

**Eating Environment**

* Students and staff will have adequate space to eat meals in clean, safe, pleasant surroundings and will have adequate time scheduled as near the middle of the school day as possible to eat, relax, and socialize.
* Safe drinking water and convenient access to facilities for hand washing and oral hygiene will be available during all meal periods.
* Consideration will be given for passing time, bathroom break, hand washing, and socializing so as to allow ten minutes for breakfast and twenty minutes for lunch once the student is seated.

**Snacks**

* Healthy snacks will include fresh, dried, or canned fruits (in 100% juice only); vegetables; 1%, skim milk, flavored skim milk; and/or grains meeting the Standards for Food and Beverages set forth in this document.

**Parties and Celebrations**

* Schools should limit celebrations that involve food during the school day.
* Each party should include no more than one food or beverage that does not meet the Standards for Food and Beverages.

**School Sponsored Events (such as but not limited to athletic events, dances, or performances)**

* Healthy choices of food and beverages that meet the Standards for Food and Beverages will be offered at school-sponsored events outside the school day

**STAFF ETHICS**

**GBC**

School employees hold positions of public trust. High standards of honesty, integrity, and fairness are to be exhibited by each school district employee when involved in any school district activity. Ethical behavior by staff is required and expected at all times while fulfilling one's employment responsibilities and when at all school functions.

District employees are required and expected to:

1. treat students, parents, fellow employees, and community members with respect. Conduct which is prohibited includes, but is not limited to:

* inappropriate verbal, visual or physical conduct, including jokes that demean an individual or group of individuals, spreading gossip about any individual, threatening another individual and all types of bullying behavior;
* without proper authorization and authority violating another person's right of privacy and/or intentionally invading another person's personal space;
* knowingly falsely blame an individual for conduct not done by the person.

1. promote a safe, nurturing, and positive school and work environment. Conduct which is prohibited includes, but is not limited to:

* any conduct that is severe and objectively offensive so that it creates or results in an intimidating, hostile or offensive work or learning environment or has the purpose or effect of substantially or unreasonably interfering with an employee's or student's performance;
* threatening, harassing, punishing or retaliating behavior against students and/or other employees.

1. maintain confidentiality concerning students, families and employees.
2. act in a manner consistent with District policies, legal and contractual standards, responsibilities, and obligations.
3. model and promote appropriate dress and language.
4. report to a school administrator knowledge of mismanagement, waste of funds, misuse of school property, abuse of authority, threats to safety, violations of policies and regulations, or other conduct that damages integrity or reputation of the school district.
5. refrain from using school employment to promote personal political and/or religious views.

In addition to the foregoing, the District, within this policy, adopts and incorporates into this policy as if set forth in full, the South Dakota Department of Education Professional Teachers Ethics as set forth in ARSD 24:08:03. The Professional Teachers Ethics as incorporated into this policy applies to:

* Teachers - a person charged with responsibility in the field of education and certified by the secretary of the Department of Education as a teacher or other specialist employed or contracted to provide services in an educational setting,
* Education Specialists - a person with specialized training or licensure, not serving as a classroom teacher, but employed or contracted to provide services in an educational setting, and
* Noncertified Educators - a person charged with responsibility in the field of education who is not certified by the secretary of the Department of Education as a teacher, administrator, or other education specialist, but who is employed or contracted to provide services in an educational setting.

Furthermore, the District, within this policy, adopts and incorporates into this policy as if set forth in full, the South Dakota Department of Education Professional Administrators Ethics as set forth in ARSD 24:11:03. The Professional Administrators Ethics as incorporated into this policy applies to:

* the Superintendent/CEO,
* the Business Manager, and
* the principal, and
* all other educational administrators.

Any employee who believes a staff member has engaged in conduct which violates the code of conduct shall immediately report the alleged misconduct to their immediate supervisor. If the concern/complaint involves the individual's immediate supervisor, the complaint may be filed with any administrator within the school district.

All complaints will be investigated and should the investigation result in a determination of unethical behavior by a school employee such unethical behavior shall constitute just cause for discipline, up to and including termination of employment. A complaint reported which was intentionally and knowingly false will result in disciplinary action being taken against the person or persons involved in the false complaint being made.



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| **FORMAL OBSERVATION PROCESS GUIDE** |  |
| *WORKING TOGETHER… EDUCATING WITH EXCELLENCE… INSPIRING LEARNERS FOR LIFE* | |

|  |  |
| --- | --- |
| Teacher: |  |
| School: |  |
| Evaluator: |  |
| Date of Formal Observation: |  |
| Date of Pre-Observation Conference: |  |
| Date of Post-Observation Conference: |  |

**Purpose**: The formal observation process is structured to engage teachers and evaluators in thoughtful, in-depth dialogue focused on improving instruction and student learning. The Formal Observation Process Guide focuses conversations and encourages objective, evidence-based performance feedback. Portions of this guide may also act as an artifact that teachers may use to demonstrate performance relative to non-observable teaching standards.

**Directions**: Teachers and evaluators collaboratively complete and exchange the Formal Observation Process Guide during the observation process.

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| **FORMAL PRE-OBSERVATION CONFERENCE FORM** |

**Directions**: The teacher completes the pre-observation conference form. The completed form is submitted to the evaluator in advance of the pre-observation conference. In addition, teachers may submit any relevant artifacts (lesson plans, individual professional growth plan, SLO Process Guide, etc.).

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| --- | --- |
| Date of Form Submission to Evaluator |  |

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| *To which part of your curriculum does this lesson relate? (1e)* |
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| --- |
| *How does this learning “fit” in the sequence of learning for this class? (1a, 1b, 1e)* |
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| *What are your learning outcomes for this lesson? What do you want the students to understand? (1c, 1f)* |
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| --- |
| *How will you differentiate instruction for different individuals or groups of students in the class? (1c, 1d)* |
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| --- |
| *How and when will you know whether the students have learned what you intend? (1f)* |
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| *Is there anything that you would like me to specifically observe during the lesson? (4a)* |
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| *Does this lesson relate to your established Student Learning Objective (SLO)? If so, restate your student growth goal and describe the connection.* |
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| *Does this lesson relate to your established professional practice goal(s)? If so, restate the goal and describe the connection.* |
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| **EVALUATOR OBSERVATION EVIDENCE AND FEEDBACK FORM** |

**Directions**: The evaluator completes this portion of the Observation Process Guide to provide teachers with notes and evidence collected during a classroom observation. This form is completed and returned to the teacher as soon as possible following the formal observation.

|  |  |
| --- | --- |
| Date of Form Submission to Teacher |  |

**CLASSROOM OBSERVATION NOTES AND EVIDENCE**

|  |  |
| --- | --- |
| TIME | EVIDENCE |
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**EVALUATOR OBSERVATION SUMMARY**

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| **DOMAIN 2: THE CLASSROOM ENVIRONMENT** |
| COMPONENT: 2a. Creating an Environment of Respect and Rapport………….   * Teacher interaction with students * Student interaction with students |
| EVALUATOR SUMMARY |
| COMPONENT: |
| * Importance of content * Expectations for learning and achievement * Student pride in work |
| EVALUATOR SUMMARY |
| COMPONENT:   * Instructional groups * Transitions * Materials and supplies * Non-instructional duties * Supervision of volunteers and paraprofessionals |
| EVALUATOR SUMMARY |
| COMPONENT: |
| * Expectations * Monitoring of student behavior * Response to student misbehavior |
| EVALUATOR SUMMARY |
| COMPONENT: 2e. Organizing Physical Space………   * Safety and accessibility * Arrangement of furniture and resources |
| EVALUATOR SUMMARY |

|  |
| --- |
| COMPONENT:   * Expectations for learning * Directions and procedures * Explanations of content * Use of oral and written language |
| EVALUATOR SUMMARY |
| COMPONENT:   * Quality of questions * Discussion techniques * Student participation |
| EVALUATOR SUMMARY |
| COMPONENT:   * Activities and assignments * Grouping of students * Instructional materials and resources * Structure and pacing |
| EVALUATOR SUMMARY |
| COMPONENT:   * Assessment criteria * Monitoring of student learning * Feedback to students * Student self-assessment and monitoring |
| EVALUATOR SUMMARY |
| COMPONENT: 3e. Demonstrating Flexibility and Responsiveness…   * Lesson adjustment * Response to students * Persistence |
| EVALUATOR SUMMARY |

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| **FORMAL POST-OBSERVATION CONFERENCE FORM** |

**Directions**: The teacher completes this post-observation conference form after the evaluator has provided observation feedback to the teacher. The completed form is submitted to the evaluator in advance of the post-observation conference. In addition, teachers may submit any relevant post-observation artifacts.

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| --- | --- |
| Date of Form Submission to Evaluator |  |

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| *In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)* |
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| *If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding? (3c, 3d, 4a)* |
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| *Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e, 4a)* |
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| *Did you depart from your plan? If so, how, and why? (3e, 4a)* |
|  |

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| --- |
| *Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective? (1c, 1d, 2a, 2b, 3c, 3e, 4a)* |
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| --- |
| *If you had a chance to teach this lesson again to the same group of students, what would you do differently? (4a)* |
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| *After considering the feedback from your evaluator, detail any specific areas related to the observation that you would like to discuss at the post-observation conference.* |
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| *If appropriate, provide and update on your students’ progress toward the student growth goal documented in your Student Learning Objective.* |
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| *If appropriate, provide an update on your progress toward the attainment of your individual professional growth plan.* |
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| FORMAL POST-OBSERVATION EVALUATOR FEEDBACK AND NARRATIVE |

**Directions**: The evaluator completes this form following the post-observation conference. This form serves as the official documentation of the observation and provides clear performance feedback related to the observable components of the Framework for Teaching. In addition, this document may also summarize progress on the teacher’s Student Learning Objective and Individual Professional Growth Plan.

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| --- | --- |
| Date of Form Submission to Teacher |  |

**FORMAL OBSERVATION SUMMARY**

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| **DOMAIN 2: THE CLASSROOM ENVIRONMENT** | |
|  |  |
|  |  |
| EVALUATOR SUMMARY: | |

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| --- | --- |
| **DOMAIN 3: INSTRUCTION** | |
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|  |  |
| EVALUATOR SUMMARY: | |

**SIGNATURES**

The signature of the employee shall not imply that the employee agrees with evaluation, but merely indicates that the observation as been discussed.

We have discussed the evaluation.

Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| INDIVIDUAL PROFESSIONAL GROWTH PLAN |  |
| *WORKING TOGETHER… EDUCATING WITH EXCELLENCE… INSPIRING LEARNERS FOR LIFE* | |

|  |  |
| --- | --- |
| Teacher: |  |
| School: |  |
| Evaluator: |  |
| Date: |  |

**Purpose**: To promote reflective teaching and professional growth, teachers are encouraged to develop an individual professional growth plan. Goals may be based upon a professional practice self-assessment, feedback received through the evaluation process, or other school or district initiatives.

**Directions**: Teachers may complete this form to document areas of individual professional growth and improvement. The form may be completed during the first quarter of the annual evaluation cycle and will serve to initiate professional dialogue during evaluation conferences. The document may also serve as an artifact to demonstrate performance relative to non-observable teaching standards (4a).

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| ***Select Area(s) for Professional Growth:*** | *What goal(s) have you identified for this year? List any related Framework for Teaching components and describe the connection between this goal and your teaching assignment.* |
|  |

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| ***Growth Strategies Action Steps and Timelines:*** | *How do you plan accomplish the goals you have outlined? List specific tasks and targeted completion dates.* |
|  |

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| --- | --- |
| ***Identify Necessary Supports:*** | *What support do you need to implement your plan? List necessary professional development, support or resources.* |
|  |

**EVALUATOR NARRATIVE**



Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**STUDENT LEARNING OBJECTIVE PROCESS GUIDE**

|  |  |
| --- | --- |
| Teacher: |  |
| School: |  |
| Evaluator: |  |

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| --- |
| STEP ONE: SLO DEVELOPMENT |

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| --- | --- |
| ***Prioritize Learning Content:***  *Identify standards and content.* | *What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and Identify the specific data source or trend data used. (1a)* |
|  |

|  |  |
| --- | --- |
| ***Identify the Student Population:***  *Describe the context of the class.* | *How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)* |
|  |

|  |  |
| --- | --- |
| ***Interval of Instruction:***  *Specify the time frame in which growth with be measured.* | *What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.* |
|  |

|  |  |
| --- | --- |
| ***Analyze Data and Develop Baseline:***  *Detail student understanding of the content at the beginning of the instructional period.* | *Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)* |
|  |

|  |  |
| --- | --- |
| ***Select or Develop an Assessment:***  *Describe how the goal attainment will be measured.* | *What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)* |
|  |

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| --- | --- |
| ***Growth Goal:***  *Establish expectations for student growth.* | *What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)* |
|  |

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| --- | --- |
| ***Provide Rationale:***  *Describe how your SLO benefits student learning.* | *How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)* |
|  |

|  |  |
| --- | --- |
| ***Learning Strategies:***  *Describe your plan to meet student needs.* | *How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)* |
|  |

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| --- |
| STEP TWO: SLO APPROVAL |

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher’s student growth rating.

Teacher Signature:       Date:

Evaluator Signature:       Date:

|  |
| --- |
| STEP THREE: ONGOING COMMUNICATION |

|  |  |
| --- | --- |
| ***Progress Update:***  *Describe student progress toward the growth goal.* | *Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)* |
|  |

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| --- | --- |
| ***Strategy Modification:***  *If necessary, document changes in strategy.* | *Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)* |
|  |

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| --- | --- |
| ***SLO Adjustment:***  *If justified, describe changes to the SLO.* | *Are there circumstances beyond the teacher’s control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)* |
|  |

Teacher Signature:       Date:

Evaluator Signature:       Date:

|  |
| --- |
| STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE |

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

**SCORING**

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| --- | --- |
| ***High Growth:***  *The growth goal was 86% to 100% attained.* | *What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)* |
|  |

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| --- | --- |
| ***Expected Growth:***  *The growth goal was 65% to 85% attained.* | *What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)* |
|  |

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| --- | --- |
| ***Low Growth:***  *The growth goal was less than 65% attained?* | *What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)* |
|  |

**PRELIMINARY STUDENT GROWTH RATING**

|  |  |  |
| --- | --- | --- |
| **PRELIMINARY STUDENT GROWTH RATING**  Based on final assessment data, the student growth rating is: | | |
| LOW | EXPECTED | HIGH |
|  |  |  |

**REFLECTION**

|  |  |
| --- | --- |
| ***Professional Growth:***  *Detail what you learned.* | *What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)* |
|  |

Teacher Signature:       Date:

Evaluator Signature:       Date:

## Big Stone City School District Staff Member Agreement

*\*\*Every staff member must read and sign below*: *Return to the principal.*

I have read, understand, and agree to abide by the terms of the Support Staff Handbook including the foregoing Staff Internet Use Policy. Should I commit any violation or in any way misuse my access to the school district’s computer network and the internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

Name (Printed)

Signature Date