



5.15.24 Agenda Regular Meeting of Trustees

The regular meeting of the Board of Trustees of School District #35 has been scheduled for **May 15, 2024** at **6:00 pm in the library and via Zoom.**

Call to Order

Pledge of Allegiance

Presiding Trustee's Explanation of Procedures

Public Comment- Non Agenda Items

GUESTS:

John Nielson, Gallatin County Superintendent of Schools

Swear in Trustees - County Superintendent John Nielson

Reorganization of the Board

- Clerk Appointment
- Organization - President/Vice President elections

Declamations Winners: Ms. Barry

Speech: Jershon Barlow, Rosie Steed, Jesse Nagel (Honorable Mention), Aspen Lura

Essay: Boston Kundert, Bentley Kundert, Ethan Bos (Honorable Mention), Peyton Mair

Consent Agenda

Minutes: 4.17.2024, 5.2.2024 & 5.3.2024; **Finance:** Warrants; Operational Budget by Object Code; Cash Reconciliation; Extra-Curricular Expenditure and Reconciliation Report; **Personnel:** Hannah - Secretary/AD; Coon's summer contract;

Superintendent Report

District Clerk/Business Manager Report

Old Business

Discussion Items:

Committee Updates

Strategic plan review and goal setting

New Business

Discussion Items:

Portrait of a Learner

Transportation options

Action Items:

Handbooks and Guides

Out of District Attendance Agreements

Multi-District Agreement

Teaching Position

Preschool Attendance Parameters

Technology Purchase

Adjournment

The Core Purpose of Gallatin Gateway School is to embrace an engaging learning culture in a safe, nurturing environment where each student thrives now and into the future.

Excerpt from GGS Policy #1441- Audience Participation

Audience Participation

The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. The Board also recognizes the statutory and constitutional rights of the public to participate in governmental operations. To allow fair and orderly expression of public comments, the Board will permit public participation through oral or written comments during the “public comment” section of the Board agenda and prior to a final decision on a matter of significant interest to the public. The Chairperson may control such comments to ensure an orderly progression of the meeting.

Individuals wishing to be heard by the Chairperson shall first be recognized by the Chairperson. Individuals, after identifying themselves, will proceed to make comments as briefly as the subject permits. The Chairperson may interrupt or terminate an individual’s statement when appropriate, including when statements are out of order, too lengthy, personally directed, abusive, obscene, or irrelevant. The Board as a whole shall have the final decision in determining the appropriateness of all such rulings. It is important for all participants to remember that Board meetings are held in public but are not public meetings. Members of the public shall be recognized and allowed input during the meeting, at the discretion of the Chairperson.

Cross Reference: 1420 School Board Meeting Procedure

Legal Reference: Article II, Section 8, Montana Constitution – Right of participation
Article II, Section 10, Montana Constitution – Right of privacy
§§ 2-3-101, et seq., MCA Notice and Opportunity to Be Heard

Zoom procedures:

1. *Login details are on the district website -- [See District Calendar](#)*
2. *Please ensure your mic is muted until called upon by the Chair*
3. *Public Comment is accepted two times during the meeting:*
 - a. *During non-agenda public comment for items not on the agenda*
 - b. *When the Chair opens it for public comment as determined appropriate*
4. *To participate from a mobile device or computer:*
 - a. *Please use the “Raise Hand” button under “Participants” button at the bottom of your screen*
 - b. *Once called on please unmute yourself to provide comments*
5. *To participate from a phone when dialed in:*
 - a. **9 to raise and lower hand for public comment*
 - b. *Once called on please press *6 to unmute yourself to provide comment*



**4.17.2024 MINUTES
REGULAR MEETING
BOARD OF TRUSTEES, GALLATIN GATEWAY SCHOOL DISTRICT #35**

CALL TO ORDER

The Board of Trustees of the Gallatin Gateway School District #35 met at 6:00 P.M. on April 17, 2024, in the Gallatin Gateway School Library and via Zoom. Board Chair Aaron Schwieterman presided and called the meeting to order at 6:01 P.M.

TRUSTEES PRESENT

Aaron Schwieterman, Board Chair; Mary Thurber, Vice Chair; Carissa Paulson, Brian Nickolay

TRUSTEES ABSENT

Tim Melton

STAFF PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk
Zoom: None

OTHERS PRESENT

None
Zoom: None

PLEDGE OF ALLEGIANCE

The meeting attendees recited the *Pledge of Allegiance*.

PRESIDING TRUSTEE'S EXPLANATION OF PROCEDURES

Board Chair Aaron Schwieterman explained the public comment process to be followed for addressing the Board in accordance with Gallatin Gateway School policy. He noted: 1) that prior to a vote the public may comment on agenda items; 2) there will be time for public comment on non-agenda items; 3) public comment periods are not intended to be a question and answer session.

PUBLIC COMMENT ON NON-AGENDA ITEMS

None

GUEST REPORT

Visitors Sandy Wilson and Mike Waterman from Bozeman Public Schools visited with the board about what they have on ballots for the May election. Two (2) handouts were given to the board.

CONSENT AGENDA

Motion: Trustee Thurber to approve the consent agenda as presented.

Minutes: 3.20.2024 & 4.3.2024

Finance: Warrants; Operational Budget by Object Code; Cash Reconciliation; Extra-Curricular Expenditure and Reconciliation Report;

Personnel: Personnel Resolution

Seconded: Trustee Paulson

Public Comment: None

For: Schwieterman, Thurber, Paulson, Nickolay

Opposed: None

Motion passed unanimously 4-0

SUPERINTENDENT REPORT

Superintendent Kelly Henderson gave the Board an update regarding what happened over the last month in the district. A few of the items discussed include: 1) individual student success; 2) staff & volunteers; 3) leadership

DISTRICT CLERK REPORT

District Clerk Brittney Bateman gave the Board an update regarding what happened over the last month in the district. A few of the items discussed include: 1) elections; 2) adult education; 3) food service

OLD BUSINESS

Discussion Items:

Committee Updates

An update regarding the following committees was given by the assigned board trustee.

Facilities Committee - Aaron Schweiterman and Tim Melton

The Facilities Committee met and worked on the Long Range Plan together. Their next meeting is with the Safety Committee.

Safety Committee - Brian Nickolay

The Safety Committee has not met within the last month. Their next meeting is a joint meeting with the Facilities Committee.

Whole Child - Mary Thurber

The Whole Child Committee has been meeting once per month. They are currently working on the wellness plan.

PDAC - Carissa Paulson

The PDAC Committee met and they have a working document for the 2024-2025 PIR days, as well as the Wednesday PLC meetings.

Action Items:

Policy Series 4000

This policy series was reviewed at the Special Board meeting on April 3rd. This is the second meeting of review.

Motion: Trustee Thurber to approve the policy series 4000 on second reading.

Seconded: Trustee Nickolay

Public Comment: None

For: Schwieterman, Thurber, Paulson, Nickolay

Opposed: None
Motion passed unanimously 4-0

Updated Policy Review - 2nd Reading

This policy series was reviewed at the Special Board meeting on April 3rd.
Motion: Trustee Nickolay to approve the updated policy recommendations upon second reading.
Seconded: Trustee Paulson
Public Comment: None
For: Schwieterman, Thurber, Paulson, Nickolay
Opposed: None
Motion passed unanimously 4-0

Negotiations - Teacher Compensation

MFPE and the Governing Board reopened negotiations to make changes in the language around teacher compensation for leave upon termination, resignation, or retirement.
Motion: Trustee Thurber to approve of the updated Master Agreement language.
Seconded: Trustee Paulson
Public Comment: None
For: Schwieterman, Thurber, Paulson, Nickolay
Opposed: None
Motion passed unanimously 4-0

NEW BUSINESS

Discussion Items:

Board Self-Evaluation

This exhibit item was postponed to the special work study session.

Action Items:

PDAC Schedule for 2024-2025

The PDAC committee met to discuss staff professional development for the 24-25 school year. The committee utilized a staff survey to make decisions about the schedule and topics. Committee members include Neal Krogstad, Madison Downs, Maddy Herron, and Jacki Yager.
Motion: Trustee Thurber to approve the 2024-2025 PDAC schedule.
Seconded: Trustee Nickolay
Public Comment: None
For: Schwieterman, Thurber, Paulson, Nickolay
Opposed: None
Motion passed unanimously 4-0

Superintendent's Contract - Salary

The superintendent's contract includes a 2% increase per the negotiated contract for the 24-25 school year, but the highest paid teacher's salary is \$88,703. The superintendent's contract for the 24-25 school year is \$87,720.
Motion: Trustee Nickolay to approve a raise given to the superintendent in the amount of \$7,000.00.
Seconded: Trustee Thurber
Public Comment: None
For: Schwieterman, Thurber, Paulson, Nickolay

Opposed: None

Motion passed unanimously 4-0

Stipend Approval for ESSER Funds

ESSER permits us to pay teachers/administrators for curriculum work throughout the school year or in the summer. With the change to state assessments delivered based on the standards throughout the school year, we would like to work on K-8 alignment to complete summer work for all teachers. This will provide a vertical alignment and identification of priority standards, assessments, and possible resources.

Math - Mr. Coon

ELA - Ms. Barry

Social Studies to include Indian Education - Ms. Davis

Science - Mrs. Krogstad

Study Skills/Career Exploration/Workplace Competencies - Ms. Downs

Technology Integration & Computer Science, Career and Technical Education, and Writing - Mrs. Henderson

During summer work, teachers will be using this aligned curriculum to develop lessons, assessments, and gather resources for the school year.

Funding for this project will expend our remaining ESSER III budget which needs to be completely spent by September 30, 2024.

Motion: Trustee Thurber to approve the stipends for staff/administration for curriculum work outside the regular school day.

Seconded: Trustee Nickolay

Public Comment: None

For: Schwieterman, Thurber, Paulson, Nickolay

Opposed: None

Motion passed unanimously 4-0

Insurance Rates

Every year, the Gallatin Gateway School District has covered the cost of the single plan option of health insurance for their employees. We received an increase of around 6% this year.

Motion: Trustee Thurber to approve the district paying \$631.40 per single health insurance enrollment per month.

Seconded: Trustee Paulson

Public Comment: None

For: Schwieterman, Thurber, Paulson, Nickolay

Opposed: None

Motion passed unanimously 4-0

ADJOURNMENT

Board Chair Aaron Schwieterman adjourned the meeting at 7:02 P.M.

Aaron Schwieterman, Board Chair

Brittney Bateman, District Clerk



**5.2.2024 MINUTES
REGULAR MEETING
BOARD OF TRUSTEES, GALLATIN GATEWAY SCHOOL DISTRICT #35**

CALL TO ORDER

The Board of Trustees of the Gallatin Gateway School District #35 met at 2:00 P.M. on May 2, 2024, in the Gallatin Gateway School Library. Board Chair Aaron Schwieterman presided and called the meeting to order at 1:20 P.M.

TRUSTEES PRESENT

Aaron Schwieterman, Board Chair; Mary Thurber, Vice Chair; Carissa Paulson, Tim Melton

TRUSTEES ABSENT

Brian Nickolay

STAFF PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk

OTHERS PRESENT

None

PLEDGE OF ALLEGIANCE

The meeting attendees recited the *Pledge of Allegiance*.

PRESIDING TRUSTEE'S EXPLANATION OF PROCEDURES

Board Chair Aaron Schwieterman explained the public comment process to be followed for addressing the Board in accordance with Gallatin Gateway School policy. He noted: 1) that prior to a vote the public may comment on agenda items; 2) there will be time for public comment on non-agenda items; 3) public comment periods are not intended to be a question and answer session.

PUBLIC COMMENT ON NON-AGENDA ITEMS

None

NEW BUSINESS

Discussion Items:

Review & Consider Board Self Evaluation

The group discussed the board self evaluation for this year. Comments and recommendations were made about goals. The board decided to have a Professional Development goal of two (2) individual

trainings, as well as two (2) collective study sessions. The board also has a goal of attending more school events.

Discuss & Consider Preschool Program

Superintendent Henderson spoke to the board about the new preschool program. There are a total of 10 students enrolled. That is the max amount of students allowed without hiring additional help. The preschool will have a full day schedule and attend school the same days as the other students.

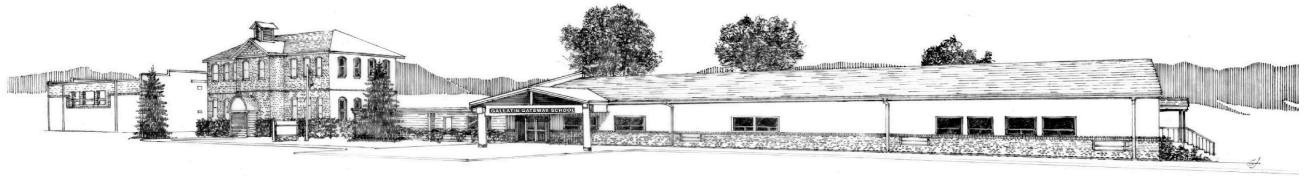
ADJOURNMENT

Board Chair Aaron Schwieterman adjourned the meeting at : P.M.

Aaron Schwieterman, Board Chair

Brittney Bateman, District Clerk

DRAFT



**5.3.2024 MINUTES
SPECIAL BOARD MEETING
BOARD OF TRUSTEES, GALLATIN GATEWAY SCHOOL DISTRICT #35**

CALL TO ORDER

The Board of Trustees of the Gallatin Gateway School District #35 met at 10:00 A.M. on May 3, 2024, in the Gallatin Gateway School Library. Board Chair Aaron Schwieterman presided and called the meeting to order at 10:01 A.M.

TRUSTEES PRESENT

Aaron Schwieterman, Board Chair; Mary Thurber, Vice Chair

COMMITTEE MEMBERS PRESENT

Kelly Henderson, Superintendent; Brittney Bateman, District Clerk

COMMITTEE MEMBERS ABSENT

None

OTHERS PRESENT

None

PUBLIC COMMENT ON NON-AGENDA ITEMS

None

NEW BUSINESS

Agenda Setting for May 15, 2024 Meeting

Board Chair Aaron Schwieterman led a discussion regarding the agenda for the May 15, 2024 regular meeting. The individuals present discussed agenda items to be included on the agenda.

The group did decide to move these meetings to be on the same day as the board work sessions.

ADJOURNMENT

Board Chair Aaron Schwieterman adjourned the meeting at 10:12 A.M.

Aaron Schwieterman, Board Chair

Brittney Bateman, District Clerk

GALLATIN GATEWAY ELEMENTARY
Check Register
For the Accounting Period: 4/24

Claim Checks

Check #	Type	Vendor #/Name	Check Amount	Date Issued	Period Redeemed	Claim #	Claim Amount
39580	S	441 GALLATIN GATEWAY WATER & SEWER DISTRICT	937.33	04/16/24	_____		
39581	S	1917 Harlow's School Bus Service Inc. of Mont	2166.60	04/16/24	_____	CL 4087	937.33
39582	S	577 KELLEY CREATE	23.32	04/16/24	_____	CL 4080	2166.60
39583	S	806 MTSBA - MONTANA SCHOOL BOARD ASSOCIATION	3572.00	04/16/24	_____	CL 4085	23.32
39584	S	856 NORTHWESTERN ENERGY	3273.92	04/16/24	_____	CL 4081	3572.00
39585	S	1930 Universal Background Screening	186.00	04/16/24	_____	CL 4086	3273.92
39586	S	420 US FOODS	1007.68	04/16/24	_____	CL 4082	186.00
39587	S	296 CRIMINAL RECORDS SECTION	130.00	04/23/24	_____	CL 4083	427.83
39588	S	1708 ELWELL, MATT	88.27	04/23/24	_____	CL 4088	579.85
39589	S	1917 Harlow's School Bus Service Inc. of Mont	2166.60	04/23/24	_____	CL 4089	130.00
39590	S	1008 SCHOLASTIC INC	483.76	04/23/24	_____	CL 4092	88.27
39591	S	420 US FOODS	507.64	04/23/24	_____	CL 4091	2166.60
39592	S	1337 CORE CONTROL	217.50	04/30/24	_____	CL 4093	483.76
39593	S	1298 E-RATE MANAGEMENT PROGRAM, LLC	1429.91	04/30/24	_____	CL 4090	507.64
39594	S	1999 James, Carly	12.00	04/30/24	_____	CL 4095	217.50
39595	S	1989 LEAF	50.42	04/30/24	_____	CL 4096	1429.91
39596	S	697 MCCOTTER, BECKY	212.00	04/30/24	_____	CL 4094	12.00
39597	S	1990 PITNEY BOWES	198.35	04/30/24	_____	CL 4101	50.42
39598	S	666 THOMAS, LORRIE	100.00	04/30/24	_____	CL 4097	212.00
39599	S	420 US FOODS	604.64	04/30/24	_____	CL 4099	198.35
						CL 4100	100.00
						CL 4098	604.64
Total for Claim Checks			17367.94				
Count for Claim Checks			20				

* denotes missing check number(s)

of Checks: 20 Total: 17367.94

05/09/24
12:59:52

GALLATIN GATEWAY ELEMENTARY
Fund Summary for Claim Check Register
For the Accounting Period: 4/24

Page: 2 of 2
Report ID: AP110

Fund/Account	Amount
101 GENERAL	
101	9,892.46
110 TRANSPORTATION	
101	4,660.59
112 FOOD SERVICE	
101	1,483.97
115 MISC. PROGRAMS	
101	695.76
117 ADULT EDUCATION FUND	
101	329.39
161 BUILDING RESERVE	
101	217.50
184 STUDENT ACTIVITY/EXTRACURRICUL	
101	88.27
Total:	17,367.94

Document #	Line #	Acct. Per.	Posting Date	Receipt #	Description	Amount	Fund	Acct/Source/ Org-Prog-Func	Obj	Proj
871		4/24	04/11/24			2,936.87				
Deposit March 2024	1			765279	Kundert Athletics	100.00	R 184	1705		
3407	2			765280	Maus Food Service	200.00	R 112	1621		
cash	3			765281	Kundert Athletics	200.00	R 184	1705		
	4			765282	Melton Athletics	200.00	R 184	1705		
1116	5			765283	Podzemny Athletics	100.00	R 184	1705		
173	6			765284	McConville Athletics	200.00	R 184	1705		
2402	7			765285	Maus Athletics	100.00	R 184	1705		
cash	8			765286	Steed Athletics	100.00	R 184	1705		
1122	9			765286	Steed Food Service	150.00	R 112	1621		
1122	10			765287	Kamps Athletics	100.00	R 184	1705		
4662	11			765288	Trainor Athletics	100.00	R 184	1705		
3408	12			765289	Harrison Athletics	100.00	R 184	1705		
1232	13			765290	Campbell Athletics	100.00	R 184	1705		
Cash	14			765291	Masingale Athletics	65.00	R 184	1705		
Cash	15			765292	Doyle Athletics	100.00	R 184	1705		
5320	16			765293	Spring Dance	790.00	R 184	1724		
Cash	17			765294	Heller Athletics	100.00	R 184	1705		
3039	18			765295	Unwaxed	131.87	R 184	1700		
cash										
Total:						2,936.87				

05/09/24
12:57:49

GALLATIN GATEWAY ELEMENTARY
Fund Summary for Revenue Voucher
For the Accounting Period: 4/24

Page: 2 of 2
Report ID: AP110

Fund/Account	Amount
112 FOOD SERVICE	
101 CASH	350.00
184 STUDENT ACTIVITY/EXTRACURRICUL	
101 CASH	2,586.87
Total:	2,936.87

Fund	Amount
Payroll	
101 GENERAL	96,006.26
110 TRANSPORTATION	3,333.31
112 FOOD SERVICE	2,589.45
114 RETIREMENT	15,300.30
115 MISC. PROGRAMS	1,241.10
117 ADULT EDUCATION FUND	438.05
128 TECHNOLOGY FUNDS	841.74
Total:	119,750.21
Claims	
101 GENERAL	9,892.46
110 TRANSPORTATION	4,660.59
112 FOOD SERVICE	1,483.97
115 MISC. PROGRAMS	695.76
117 ADULT EDUCATION FUND	329.39
161 BUILDING RESERVE	217.50
184 STUDENT ACTIVITY/EXTRACURRICUL	88.27
Total:	17,367.94
Grand Total:	137,118.15

Agenda Item: Summer 2024 Technology needs proposal

Physically clean and update software for all computers in school – Annual Maintenance

Break-down

24 laptops – Teacher/Faculty Laptops Update Software	20 hours
24 Laptops – Configure to Airtame and network	20 hours
Chrome Books – School wide – Clean (Physically) Power wash and Update	10 hours
25 Tech lab computers – Erase HD and get ready for disposal	20 hours
Update inventory	10 hours
Install new teacher computers and student chrome books	10 hours
Update 4 office workstations / 4 office laptops	10 hours
Update Network school wide and add to newly acquired Chromebooks that replace broken Chromebooks from this year.	40 hours
Update operating systems and fix Whitelist school wide.	40 hours
Update and clean all school projectors including filters	10 hours
Install new computers in Tech lab	40 hours
Update Inventory School Wide & create new student accounts for 2024-2025 school year, (Lock account so only student can use C.B. checked out to them)	40 hours

Estimated total hours **270 hours**

Networking and maintenance for existing network

Update and configure Google domain whitelist site and roll over websites for Bark and Google Whitelist	20 hours
Update network/technology inventory Includes new camera/security system	30 hours
Update Student Data Privacy Act paperwork and website	14 hours

Estimated total hours **64 hours**

Estimated total: 334 total hours

Recommended motion:

to hire Mike Coon at \$25/hour for maximum of 334 hours from June 10, 2024 - August 21, 2024 to update and maintain the district's technology, software, and network. Also, any other maintenance work needed at school during summertime is included in this contract.

Superintendent's Report

May 17, 2024



Strategic Goals

Individual Student Success

- Special Education students - 13
- Students with 504's - 18
- Check In/Check Out - 5 students
- Enrollment is currently 131 students K-8 with 24 out of district students.
- We finished up state testing (SBAC) and completed the MAST Pilot. Scores will be shared when all scores are completed and available.

Staff and Volunteers:

- PD for the month of April focused on standards based instruction and grading

Leadership:

- We are working on completing a vertical alignment of the standards to the new testing blueprints.
- Gifted Education testing and plans
- Leading MTSS team and following up with instructional methods for students needing additional interventions

Facilities:

- Planning with the Bridge Church for summer work focusing on a drop ceiling in the gym hallway and painting doors
- Met with Dan McGee and Matt Thompson from Ameresco regarding grant funding and the energy audit.

Calendar of Events:

May 20-24 *th Grade DC/NYC Trip

May 23-24 5th Grade Butte Trip

May 22 2nd Grade Dance Day in the Gym - 2:30pm

May 24 2nd Grade Trip to Museum of the Rockies

May 27 Memorial Day

May 30 1st Grade Mini Concert at 2:45pm

May 31 Student Appreciation Day

June 5 3rd Grade Field Trip

June 5 8th Grade Graduation

June 6 Last Day of School - Walk to School, Field Day, Early Release at 12:30pm

June 10 Mandatory Professional Development for Curriculum work

June 10-21 Curriculum Work for Teachers



Clerk's REPORT

- Food Service Summary Attached
- Adult Education Summary Attached
- Reconcile with County
- Credit Card Vouchers
- Revenue Vouchers
- OPI Administrative Review - FS
- Treasury Banking Suite
- Interviews

Current Adult Education Classes

Meal Prep
Sourdough Starter
Cyanotype Art
Pickleball



2024 MTSBA Orientation for Newly Elected Trustees - Virtual

[Log In to Register](#)

When and Where

Start Date

5/21/2024 1:00 PM MDT

End Date

6/4/2024 3:00 PM MDT

Location

Virtual

City

State/Province

2024 New Trustee Orientation Series

Tuesdays, May 21, 28, and June 4, 2024 - 1:00-3:00 pm via Zoom

If you can't join us on the dates listed, we're recording and will have video links available!

No fee for this training! It's not limited to the newly elected! Everyone is welcome to attend.

Agenda is coming!

Disclaimer: Montana School Boards Association (MTSBA) has designed these materials to provide helpful information regarding topics and best practices on issues concerning the administration and governance of Montana K-12 public schools. These materials are for informational purposes only and not for the purpose of providing legal advice. MTSBA does not intend nor should these materials be construed to constitute the rendering of any legal advice. Should the recipient of these materials desire legal advice on any of the topics or information contained herein, MTSBA recommends that the recipient make a specific request for legal advice.

Food Service Summary

2023-2024

School Year To Date - Daily Averages				
Serving	Students	% Students	Adults	Cost/Meal
Breakfast	15.46	11.37%	0.00	\$3.01
Lunch	57.85	42.54%	0.29	\$1.72

Student Meal Prices	
Breakfast	\$2.25
Lunch	\$3.90
K-2 SNACKS	\$50.00

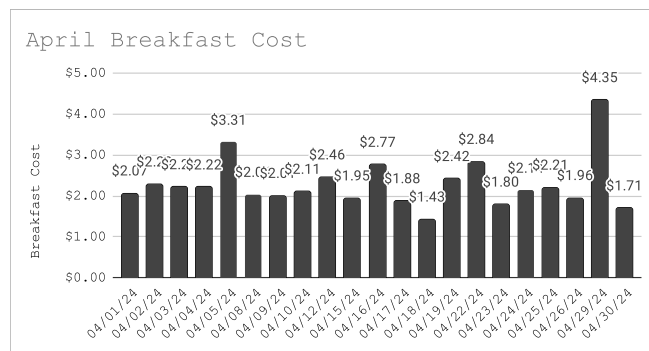
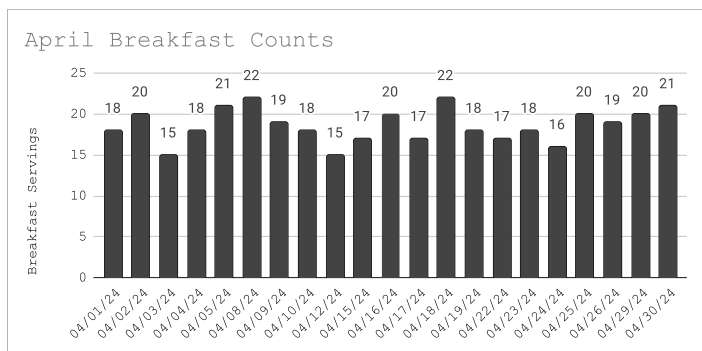
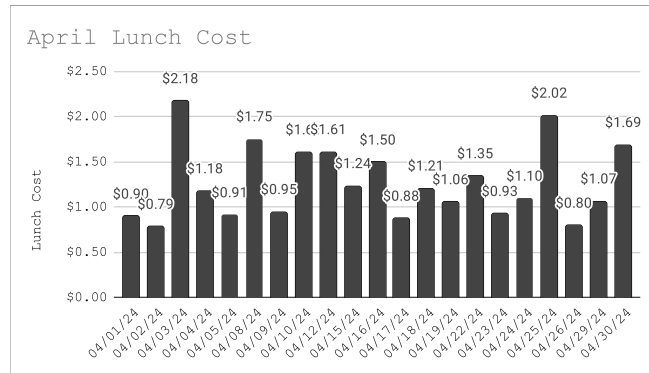
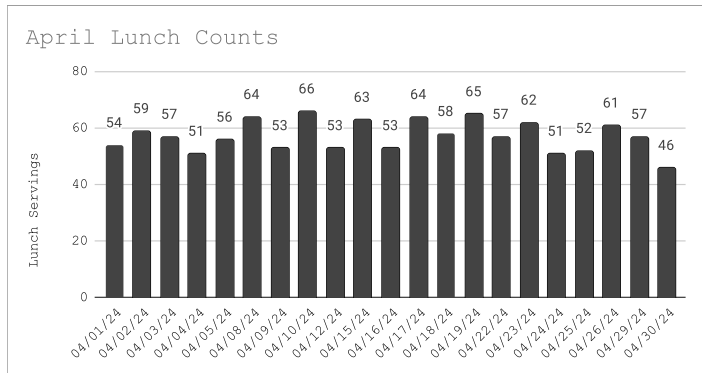
March - Daily Averages				
Serving	Students	% Students	Adults	Cost/Meal
Breakfast	18.62	13.69%	0.00	\$2.29
Lunch	57.24	42.09%	0.29	\$1.27

Adult Meal Prices	
Breakfast	\$2.28
Lunch	\$4.68

Enrollment Data:	
Total Students	136
K-5 Students (Snacks)	106

Reimbursement Rates	Free	Reduced	Paid
Breakfast	\$2.28	\$1.98	\$0.38
Lunch	\$4.25	\$3.85	\$0.40

Salaries	
Shelby Taylor	\$41,600.00 Per Year



Old Business
DISCUSSION ITEM

Committee Updates

Presented by: Board Chairperson

Background: (Include funding sources as appropriate)

Facilities

Whole Child

Safety

PDAC

Old Business
DISCUSSION ITEM

Strategic Plan and Goal Setting Discussion

Presented by: Board Chairperson, Kelly Henderson

Background: (Include funding sources as appropriate) Discuss the strategic plan goals for updating. Review general goals from the study session regarding Governing Board needs.

Goal Area: Professional development: (notes from study session) attend professional development to engage in sound decision making for the district, consider specializing in a topic, Mary/Aaron will share the MTSBA information, Incorporate into a study session two times yearly or as pertinent topics take place. Consider 2 individual and 2 group trainings per year; consider MCEL in October, schedule Deb Silk for the orientation

Goal Area: Attendance at school functions (notes from study session); at least one Trustee could attend events. Send out invites or a monthly calendar of events. Communicate sharing of duties when attending events.

GALLATIN GATEWAY SCHOOL

Strategic Plan

Updated November 2022

Overview

The Gallatin Gateway School has created a new direction for the school district to strategically focus its resources on identified wants, preferences, and needs of its community. As part of this process, the District has begun a strategic planning and thinking process that will lead to a stronger and more vital school district. This process will be ongoing as the District moves into the future. This strategic plan is intended to help the District in focusing its resources in a manner that will best benefit the children enrolled in the District.

The Gallatin Gateway Board of Trustees and staff began the strategic planning and thinking process necessary to fit with its commitment to children, to community engagement and to knowledge-based decision-making processes.

As part of its preparation for strategic planning, the District brought in Debra Silk of the Montana School Boards Association to help facilitate the strategic planning process.

On August 15, 2018, the Gallatin Gateway Board of Trustees formally adopted its new strategic plan. The Board has made it a priority to meet on a regular basis to update the plan and discussed strategies to ensure the Plan remains at the forefront of the ongoing focus and work of the Board and Staff in collaboration with parents and community members.

The District views the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving plan strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the children served by the District.

Executive Summary

The following are the key components of the District's Strategic Plan. A more comprehensive description of these components is included in this publication following this Executive Summary:

THE CORE PURPOSE OF GALLATIN GATEWAY SCHOOL IS TO:

embrace an engaging learning culture in a safe, nurturing environment where each student thrives now and into the future.

THE CORE VALUES OF GALLATIN GATEWAY SCHOOL ARE:

- **Individualized Success** – *We value a commitment of success from each board member, each staff member and each student. The dedication and enthusiasm of each board member and each staff member together with our nurturing, inspiring environment is critical to each student's individual success.*
- **Student-Centered** – *The focus of all decisions is based first and foremost on the best interests of each and every student. We value the individual attributes of each student and a school environment that promotes positive, individual opportunities for each student.*
- **Sense of Community** – *We believe that engagement with and respect for our community is vital to our success.*
- **Accountability** – *We believe that holding ourselves accountable for our successes and our challenges is essential to reaching our envisioned future.*
- **Culture of Collaboration and Support** – *We believe that fostering a culture in which our staff are and feel valued and supported in their roles and a culture where collaboration is embraced and honored is vital to our success.*

OUR LONG-TERM ENVISIONED FUTURE:

Gallatin Gateway School is the premier school in our area because of our dynamic, collaborative, and stimulating environment where each student thrives.

Our priorities are centered around the following 3-5 year goals/priorities:

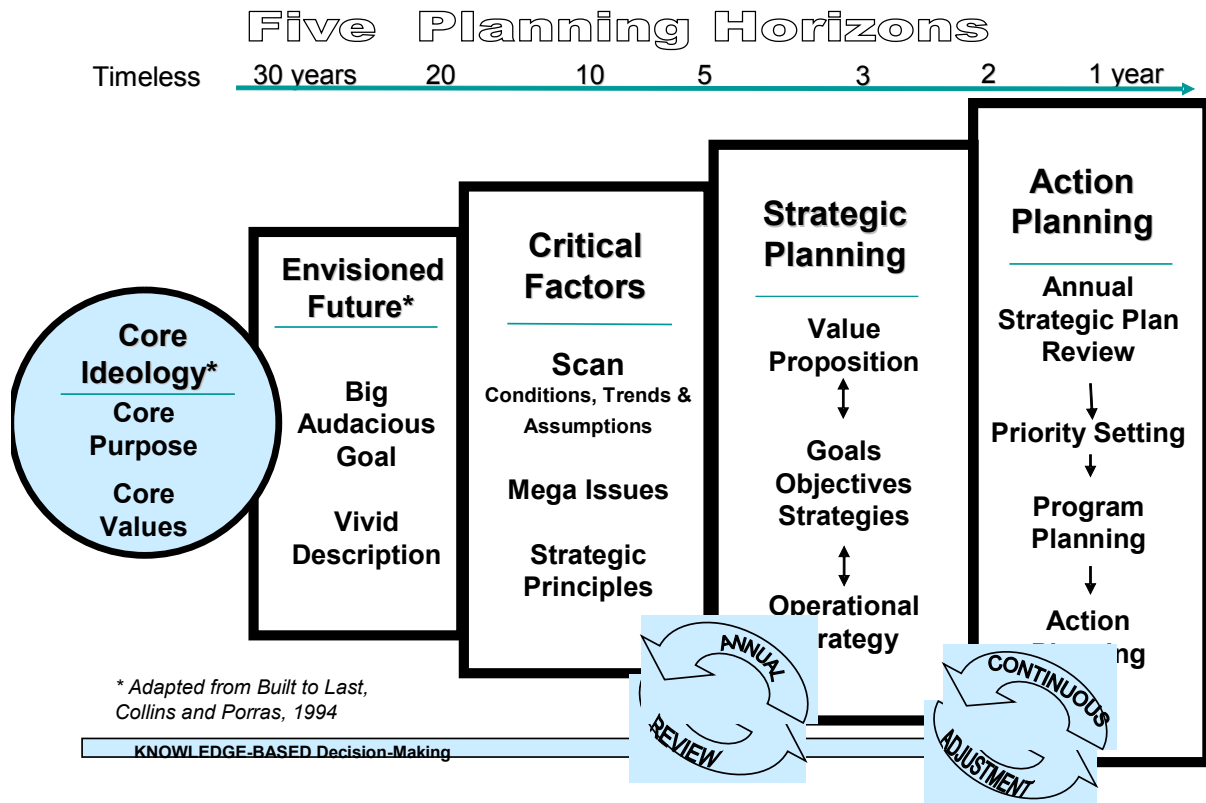
- **Individual Student Success**
- **Facilities**
- **Staff and Volunteers**
- **Leadership, Communication and Collaboration**
- **Safety**

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Strategic Planning Framework

The framework used by Stevensville Public Schools for its strategic planning process was adapted from a model developed by Jim Collins, author of “Built to Last” and “Good to Great.” The Board focused on five different planning horizons, starting with the long term issues first to provide focus to shorter term efforts.



Planning Horizons:

Part I: Planning Horizon: Timeless

Core Ideology¹ of the Gallatin Gateway School

The Core Purpose of Gallatin Gateway School:

The Core Purpose of Gallatin Gateway School is to embrace an engaging learning culture in a safe, nurturing environment where each student thrives now and into the future.

Core Values of the Gallatin Gateway School:

- **Individualized Success** – We value a commitment of success from each board member, each staff member and each student. The dedication and enthusiasm of each board member and each staff member together with our nurturing, inspiring environment is critical to each student’s individual success.
- **Student-Centered** – The focus of all decisions is based first and foremost on the best interests of each and every student. We value the individual attributes of each student and a school environment that promotes positive, individual opportunities for each student.
- **Sense of Community** – We believe that engagement with and respect for our community is vital to our success.
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- **Culture of Collaboration and Support** – We believe that fostering a culture in which our staff are and feel valued and supported in their roles and a culture where collaboration is embraced and honored is vital to our success.

¹ **Core ideology** describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **core purpose** - the school district's reason for being - and **core values** - essential and enduring principles that guide a school district.

Part II: Planning Horizon: 10-15 years

Envisioned Future² of the Gallatin Gateway School

Big Audacious Goal: Gallatin Gateway School is the premier school in our area because of our dynamic, collaborative, and stimulating environment where each student thrives.

Vivid Descriptors of our Desired Future:

- Our small student to staff ratio allows us to focus on the individualized success of each student.
- We embrace a whole-child approach through safety, mental health, engagement, support and a challenging environment.
- Our staff are highly trained in meeting the individual needs, skills and learning styles of each student.
- Our staff are valued and supported in their respective roles. As a result of the supportive, collaborative environment we have cultivated, we attract and retain high quality staff.
- Our students enjoy a variety of opportunities for out-of-classroom experiences that enhance their learning.
- Our students excel in science, technology, engineering, music, arts, literacy and math.
- Our school schedule fully supports the needs, skills and learning styles of each student.
- Our educational programming is set up to fully integrate subject matters, to include real-world applications, and smooth transitions from subject to subject and grade to grade.
- Students interact with multiple caring, dynamic staff and volunteers each day. This keeps our students stimulated and enthusiastic about their learning environment.
- Because of our quality programming, we have an excellent reputation, and are well-respected.

² **Envisioned Future** conveys a concrete yet unrealized vision for the District. It consists of a **Big Audacious Goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **Vivid Description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

- Families that have children enrolled in our school are enthusiastic about having their children here and have provided us with important feedback on the impacts we had on their child(ren);
- Our parents and community members welcome opportunities to volunteer. As a result of our strong volunteer program and the ongoing collaboration with businesses and professionals in our area, our students are exposed to a variety of opportunities that they wouldn't otherwise have.
- Our facilities fully support our dynamic, collaborative, and stimulating environment and the needs of our community.

Part III: Planning Horizon: 5-10 Years

Assumptions Regarding the Relevant Future for the Gallatin Gateway School

In order to make progress toward the 10-15 Envisioned Future, Gallatin Gateway School must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help the District to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning meetings held in the Spring of 2018, the Gallatin Gateway School Board of Trustees, Staff Leadership Team, and faculty made many assumptions about the future. While many different assumptions were made, see Appendix "A" to this Plan for those assumptions that are likely to have the greatest influence on the success of Gallatin Gateway School.

Part IV: Planning Horizon: 3-5 Years

Outcome-Oriented Goals and Strategic Objectives

The following thinking represents goals for the next three to five years. They are areas in which Gallatin Gateway School will explicitly state the conditions or attributes it wants to achieve. These outcome statements will define, "what will constitute future success." The achievement of each goal will move the school district toward realization of its Envisioned Future.

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the future. Strategic Objectives are reviewed annually by the Gallatin Gateway School Board, Staff Leadership Team, and faculty.

Goals of the Gallatin Gateway School

Goal Area 1: Individual Student Success

Statement of Intended Outcome, Five years: We have successfully enhanced our expectations of students, the exposure of our students to learning opportunities, and our individualized approach to education. As a result, our students are literate and enthused about their education, are enjoying their experiences, and are thriving.

1-2 Year Strategic Objectives:

High Priority Strategy:

1. We will establish high expectations for each student and provide the necessary supports, to attain proficiency and continued growth for individual student success. This includes, but is not limited to:
 - Building on the depth of subject matters and integrating opportunities in our curriculum and programs to enhance the exposure and opportunities for each student.
 - Enhancing the educational opportunities for each student and provide our families with the tools needed to best support their children.
 - Enhancing the opportunities for our students to learn through real world application of concepts, problem solving and critical thinking.
 - Enriching the team-building and collaboration opportunities that support individual student success.
2. We will enhance the exposure and opportunities for each student in the arts, foreign languages, and music programs.

Goal Area 2: Facilities

Statement of Intended Outcome, Five Years: We have successfully integrated environmentally friendly initiatives into our school and enhanced the current and future use and efficiency of our facilities to ensure that our school meets the contemporary needs of our students, staff and the community we serve.

1-2 Year Strategic Objectives:

High Priority Strategy:

1. We will continue with our comprehensive review of our existing space to address deferred maintenance and analyze options for future expansion in order to maximize the efficiency and use of our facilities and to ensure that our facilities support our students, staff and community.

2. We will advocate for the support and funding of facilities to reach our intended outcome, including but not limited to, advocating for the passage of bonds and levies needed to reach this goal in compliance with the law.

Goal Area 3: Staff and Volunteers

Statement of Intended Outcome, Five years: Our staff are highly valued and supported and because of our positive work environment, our staff flourish in their respective positions. Our staff, with our volunteers, collaborate in a cohesive manner that fully supports the individual needs of our students. Our staff and volunteers have positively impacted each student enrolled in our school.

1-2 Year Strategic Objectives:

High Priority Strategies:

1. We will enhance the professional development and mentorship opportunities for our staff with a clear focus on increasing the individual success of each student.
2. We will enhance the opportunities for staff to collaborate in work sessions with a focus on alignment of our curriculum from subject to subject, grade to grade and the transition to secondary education.

Medium-Level Priorities:

1. We will enhance the professional development opportunities and effectiveness of our volunteer program for the mutual benefit of the school, staff, students and those who volunteer their time.

Goal Area 4: Leadership, Communication and Collaboration

Statement of Intended Outcome, Five Years: Leadership roles have been articulated and enhanced resulting in quality and effective communications and collaboration with parents, staff and the community. Through our efforts, we now operate in a cohesive manner that has significantly improved our District operations, programs and services and enhanced individual student success.

1-2 Year Strategic Objectives:

High Priority Strategy:

1. We will enhance the effectiveness of our communications with students, staff, parents and community members to create a school environment that is collaborative and solution-based involving all relevant stakeholders.
2. We will enhance the effectiveness of a strong, consistent administrative leadership team and efficient school operations.

Goal Area 5: Safety

Statement of Intended Outcome, Five Years: We have enhanced the safety and security of our facilities to minimize the risk and harm to our students and staff in the event of a safety or security breach. We have effectively enhanced our emotional support services for students.

1-2 Year Strategic Objectives:

1. We will enhance the safety, health and well-being of our students and staff and the security of our school building and property. This includes but is not necessarily limited to:
 - Enhancing our safety procedures and training for all emergency situations.
 - Enhancing our counseling support for students.
 - Increasing our awareness of, training on and implementation of alternative means of addressing student behaviors.
 - Ensuring our facilities are safe and secure.

Next Steps:

The Board, Staff Leadership Team and Staff will be developing action plans identifying the key activities/events, primary person(s) responsible for championing each activity/event identified and the timeline(s) for implementing and/or completing each activities/event.

Appendix “A”

Megatrend Analysis to Help Inform and Assess Gallatin Gateway

School’s Strategic Plan

Assumptions about the future (5-10 years)

5-10 Year Planning Horizon

Assumptions Regarding the Relevant Future for the Gallatin Gateway Schools

In order to make progress toward the District’s Envisioned Future, Gallatin Gateway Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help Gallatin Gateway Schools to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning meetings, the Gallatin Gateway School Board, Staff Leadership Team, faculty and community made many assumptions about the future. While many different assumptions were made, what follows are those assumptions that are likely to have the greatest influence on the development of Gallatin Gateway Schools' Strategic Plan.

Assumptions about the future

- Demographics/Business and Economic Climate
 - We anticipate continued housing developments. The unknown is the amount of growth and the impact on our school and our community.
 - We anticipate that economic conditions (e.g., unemployment rates, higher taxes, cost of living, etc.) are going to have an impact on the District. We are unsure at this time of the impact this may have on the District.
 - Given the changing dynamics of our community, we anticipate it will be a challenge to keep our community informed of the ongoing needs of the District.
 - We anticipate that recruitment and retention of staff will continue to be a challenge and will continue to impact staff shortages.
- Politics and Social Values
 - We anticipate that the politics and social climate at the national, state and local levels will continue to be a challenge. Compromise and personal responsibility are becoming less common. Additional parental rights movement and/or legislation is an unknown at this time.

- Technology and Science
 - We anticipate that it will be a challenge to maintain a 1:1 District. This will require that we effectively utilize our resources so that students have the technology and tools that serve them on an ongoing basis.
 - We anticipate having the need for more technology support for our students and our staff.

- Legislation and Regulation
 - We anticipate that reports required by the state and at the federal level will continue to consume more and more time of our staff.
 - Legislation impacting our public schools is always a moving target. This is largely driven by who has control of the legislative and executive branches.

5-10 Year Planning Horizon

Mega Issues facing the Gallatin Gateway Schools

Mega issues are issues of strategic importance, which represent choices the school district will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the Envisioned Future and form a basis for dialogue about the choices facing the school district. These questions can serve as an ongoing "menu" of strategic issues that, using a knowledge-based approach in gathering insights relative to Gallatin Gateway Schools' strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the future issues facing the school district.

Assumptions: Taking into consideration the external trends, challenges and issues likely to impact the future success of Gallatin Gateway Schools, the following mega issue was identified by those who took part in the strategic planning meetings held in 2017 and 2018:

Mega Issue(s) that require the District's attention:

How do we ensure our facilities meet the contemporary needs of our students, staff and the community we serve?

This mega issue will be analyzed using a knowledge-based decision-making process using the following four questions to gain insight and to develop options for consideration:

Question #1: What do we know about the **needs, wants, and preferences of our stakeholders** (students, staff, parents and community members) that is relevant to this issue?

Question 2. What do we know about the **current realities and evolving dynamics** of our environment that is relevant to this issue?

Question 3. What do we know about the **“capacity” and “strategic position”** of our District and our community that is relevant to this issue?

Question 4. What are the **ethical implications of our options/choices?**

Appendix “B”

Institutionalized Strategies

The District has made significant progress as a result of planning strategically. The following strategies have been characterized as “institutionalized” due to the fact that they are now part of the culture of our District and remain relevant to preserve our current and ongoing success.

Goal Area: Staff and Volunteers

- We have increased the effectiveness, efficiency and professionalism of our staffing levels to ensure that we are meeting the individual needs of our students.
- We have facilitated and promoted a positive culture and make workplace enhancements that increase the satisfaction levels and enthusiasm of our staff in the performance of their duties.

2024 School Board Self Evaluation

The respondent's email (thurber@gallatingatewayschool.com) was recorded on submission of this form.

The Board welcomes and encourages community involvement at School Board meetings. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board values community input. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board is approachable and professional with community members. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board communicates with each other in a respectful manner. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Trustees honor Board decisions when a vote is not unanimous. *

- Strongly Disagree
- Disagree
- Neutral
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- Strongly agree

The Trustees read the Board packet and are well-prepared for meetings. *

- Strongly Disagree
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- Neutral
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- Strongly agree

The Board demonstrates support and respect for the superintendent's role as CEO. *

- Strongly Disagree
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The Board emphasizes the importance of and participates in regular and continual professional development. *

- Strongly Disagree
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The Board fosters open and honest conversation. *

- Strongly Disagree
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- Neutral
- Agree
- Strongly agree

The Board meetings are well-publicized. *

- Strongly Disagree
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- Agree
- Strongly agree

The Board does its due diligence in ensuring that community members are informed of District matters. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Board meetings are productive. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Board decisions are well-informed and thoughtful. *

- Strongly Disagree
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- Neutral
- Agree
- Strongly agree

The Board keeps student success/learning at the center of its decision-making process. *

- Strongly Disagree
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- Neutral
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The Board uses data to assess progress and identify areas needing improvement. *

- Strongly Disagree
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- Agree
- Strongly agree

The Board operates in a legal and transparent manner and is fiscally responsible. *

- Strongly Disagree
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The Board conducts official business only at properly called meetings. *

- Strongly Disagree
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The Board maintains confidentiality as outlined by law. *

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The Board conducts a comprehensive orientation each year. *

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The Board evaluates administration based on clearly defined expectations and goals. *

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- Agree
- Strongly agree

The Board regularly evaluates, develops, and assesses District policy. *

Strongly Disagree

Disagree

Neutral

Agree

Strongly agree

This form was created inside of Gallatin Gateway School.

Google Forms

2024 School Board Self Evaluation

The respondent's email (melton@gallatingatewayschool.com) was recorded on submission of this form.

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Google Forms

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- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board uses data to assess progress and identify areas needing improvement. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board operates in a legal and transparent manner and is fiscally responsible. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board conducts official business only at properly called meetings. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board maintains confidentiality as outlined by law. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board fulfills the duties and responsibilities it was elected to do and holds District personnel to a high standard. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board adopts a District mission statement and sets/evaluates annual goals. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board conducts a comprehensive orientation each year. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board evaluates administration based on clearly defined expectations and goals. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board regularly evaluates, develops, and assesses District policy. *

Strongly Disagree

Disagree

Neutral

Agree

Strongly agree

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Google Forms

2024 School Board Self Evaluation

The respondent's email (nickolay@gallatingatewayschool.com) was recorded on submission of this form.

The Board welcomes and encourages community involvement at School Board meetings. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board values community input. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board is approachable and professional with community members. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board communicates with each other in a respectful manner. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Trustees honor Board decisions when a vote is not unanimous. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Trustees read the Board packet and are well-prepared for meetings. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board demonstrates support and respect for the superintendent's role as CEO. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board emphasizes the importance of and participates in regular and continual professional development. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board fosters open and honest conversation. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board meetings are well-publicized. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board does its due diligence in ensuring that community members are informed of District matters. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Board meetings are productive. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Board decisions are well-informed and thoughtful. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board keeps student success/learning at the center of its decision-making process. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board uses data to assess progress and identify areas needing improvement. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board operates in a legal and transparent manner and is fiscally responsible. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board conducts official business only at properly called meetings. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board maintains confidentiality as outlined by law. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board fulfills the duties and responsibilities it was elected to do and holds District personnel to a high standard. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board adopts a District mission statement and sets/evaluates annual goals. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board conducts a comprehensive orientation each year. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board evaluates administration based on clearly defined expectations and goals. *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Board regularly evaluates, develops, and assesses District policy. *

Strongly Disagree

Disagree

Neutral

Agree

Strongly agree

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Google Forms

New Business
DISCUSSION ITEM

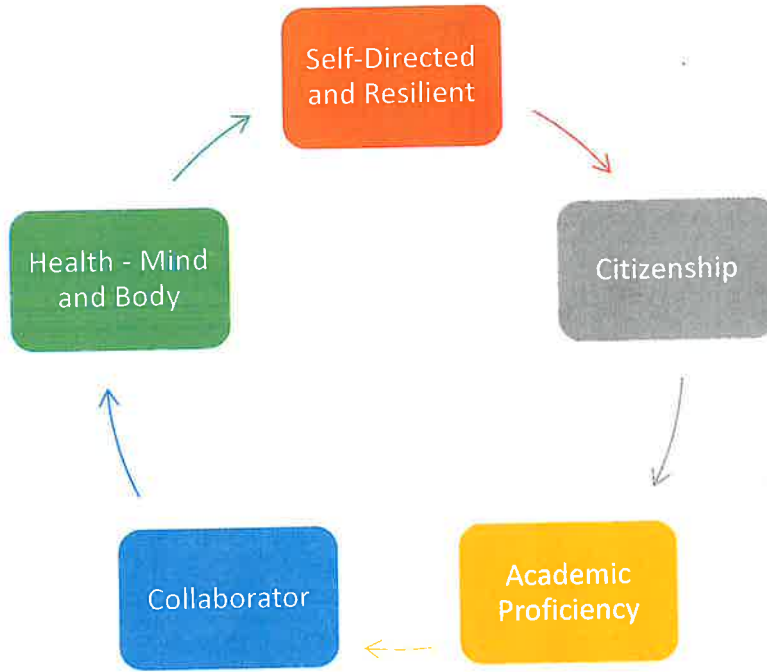
Portrait of a Learner

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate) Review and discuss the Portrait of a Learner developed for the Accreditation plan.

Gator Graduate Profile

2023-2024



Self-Directed and Resilient

Student demonstrates a positive work ethic through an understanding of how to manage time and priorities. Student can set and achieve goals. The student can reflect on their actions and decisions. Through persistence and a growth mindset, the student can overcome adversity.

Citizenship

The student will impact the community responsibly, embrace diversity in person and thoughts, demonstrate civic responsibility, and show respect and empathy for others. Student positively impacts the community.

Academic Proficiency

Achieving their highest potential academically to meet their personal goals as an adult. Students embrace learning and academic challenges. The student is a lifelong learner and persists through difficulties.

Collaborator

The student demonstrates leadership skills by effectively listening and interacting with others to accomplish a goal. The student understands the roles and responsibilities of the collaborative processes and can lead, formally or informally.

Healthy in Mind and Body

Student demonstrates an awareness of wellness for mind and body through healthy habits.

Student Representation of Gator Graduate



New Business
DISCUSSION ITEM

Transportation Options

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate) We are at the end of our contract with Harlow's. We have an applicant for a bus driver. Our cost to Harlow's is around \$33,000. Our cost for a bus driver would be \$35 an hour x 4 hours daily x 178 school days = \$24,920. We would need to set up a maintenance contract with a company for bus maintenance, drug testing, and any other certifications. I believe it would be a wash. What I like about having our own driver is that we can work with them for field trips. However, if we need multiple buses, that may cause an issue. Our current bus driver is a valuable asset to us as he will also substitute and work throughout the school when we need him.

This is what we have paid Harlow's this school year:

Planned Monthly General Transportation				
Month	Days	Installment	Amount	Running Total
2023-08-31	4	1	\$ 753.60	\$ 753.60
2023-09-15	10	2	\$ 1,884.00	\$ 2,637.60
2023-09-30	10	3	\$ 1,884.00	\$ 4,521.60
2023-10-15	10	4	\$ 1,884.00	\$ 6,405.60
2023-10-31	10	5	\$ 1,884.00	\$ 8,289.60
2023-11-15	10	6	\$ 1,884.00	\$ 10,173.60
2023-11-30	8	7	\$ 1,507.20	\$ 11,680.80
2023-12-15	11	8	\$ 2,072.40	\$ 13,753.20
2023-12-31	2	9	\$ 376.80	\$ 14,130.00
2024-01-15	8	10	\$ 1,507.20	\$ 15,637.20
2024-01-31	12	11	\$ 2,260.80	\$ 17,898.00
2024-02-15	11	12	\$ 2,072.40	\$ 19,970.40
2024-02-29	8	13	\$ 1,507.20	\$ 21,477.60
2024-03-15	6	14	\$ 1,130.40	\$ 22,608.00
2024-03-31	10	15	\$ 1,884.00	\$ 24,492.00
2024-04-15	10	16	\$ 1,884.00	\$ 26,376.00
2024-04-30	11	17	\$ 2,072.40	\$ 28,448.40
2024-05-15	11	18	\$ 2,072.40	\$ 30,520.80
2024-05-31	11	19	\$ 2,072.40	\$ 32,593.20
2024-06-15	4	20	\$ 753.60	\$ 33,346.80
2024-06-30	0	21	\$ -	\$ 33,346.80

New Business
ACTION ITEM

Handbooks and Guides

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate)

No substantive changes (dates and names):

- 504 Manual
- Athletic Handbook
- Behavior Expectations
- Classroom Management
- Human Resources
- MTSS Handbook
- Staff Handbook
- Student Parent Handbook
- Title IX Handbook
- Volunteer Handbook
- Support Staff Handbook
- ELL Handbook

Substantive Changes:

- Emergency Management Plan
- Indian Education for All Plan
- Long Range Facilities Plan
- Assessment Handbook

Handbooks to be completed in June:

- Curriculum Handbook
- Mentoring Handbook
- Business Office Handbook

Recommendation: Administration recommends approval of the handbooks for the 24-25 school year.

Gallatin Gateway School District

Section 504 STAFF MANUAL AND FORMS



Created by:
ELIZABETH KALEVA, ESQ.
KALEVA LAW OFFICE
P.O. BOX 9312
MISSOULA, MT 59807-9312
406.542.1300
EAKALEVA@KALEVALAW.COM

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Gallatin Gateway School District
SECTION 504 STAFF MANUAL
INTRODUCTION

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. Section 504 states, in relevant part:

"No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"

Essentially, all public-school districts are covered by Section 504 because they receive some form of federal financial assistance.

The U.S. Department of Education's Office for Civil Rights (OCR) is the designated governmental entity responsible for implementing and enforcing Section 504. OCR has developed regulations, which are found at 34 C.F.R. Part 104, and other guidance which delineate its positions on how school districts are to comply with Section 504. Although on its face Section 504 appears to relate to only discrimination, OCR has broadened Section 504's scope in the Section 504 regulations.

Under Section 504 regulations, school districts are not only prohibited from discriminating against students with disabilities but are also required to provide educational services to students with disabilities. Regarding its responsibility to ensure no discrimination occurs, school districts must designate an individual to coordinate its anti-discrimination efforts as well as develop grievance procedures to address complaints. 34 C.F.R. 104.7. Because school districts are also obligated to provide appropriate educational services to qualifying students with disabilities, they must develop procedural safeguards to ensure that such services are protected as well as ensure that qualifying students are provided appropriate services in the appropriate educational setting. 34 C.F.R. 104.31 – 104.39.

Section 504 and IDEA

Section 504 and the Individuals with Disability in Education Act (IDEA) are intimately intertwined. Both statutes are aimed at protecting students with disabilities by ensuring that they are provided with appropriate educational services. However, Section 504 covers a broader scope of students than the IDEA. It is important to remember that all IDEA-eligible students are also protected under Section 504. The opposite is not true, however – Section 504- eligible students may or may not also be eligible under IDEA because IDEA is aimed at covering a narrower scope of students. This relationship is vital to keep in mind because Section 504's discrimination procedures protect IDEA-eligible students from discrimination.

The differences between Section 504 and IDEA are found in the provision of educational services. This is because Section 504, at its core, is an anti-discrimination statute. IDEA, unlike Section 504, is essentially an affirmative action statute requiring school districts to make services

available. IDEA is also a funding statute, which authorizes grants to school districts to carry out their IDEA obligations. School districts do not receive grants to carry out their Section 504 responsibilities. Although Section 504 and IDEA share many of the same terms – free appropriate public education and least restrictive environment – these terms have different meanings under each statute.

How to determine if a student qualifies for a 504 educational plan:

1. The team must focus on the major life activity as a whole (e.g. learning), not on a particular class (e.g. math) or sub-area (e.g., socialization; study skills)
2. Substantial limitation means that the student is unable to perform a life activity that the average student of approximately the same age can perform OR
3. Significantly restricted as to the condition, manner or duration under which a particular life activity is performed as compared to the average student of approximately the same age. The impairment must be substantial and somewhat unique, rather than commonplace, when compared to the average student of approximately the same age.
 - a. Common regular education interventions such as Rtl may eliminate existence of a substantial limitation.
 - b. The standard is to compare student to an average student. This means you compare the student against chronological peers in the entire state or country. This is a different standard from FAPE than IDEA.
 - c. Do not consider mitigating factors when determining whether an impairment is substantially limiting.
 - d. Physician or psychologist opinions as to a student's eligibility status is only one source of information the team should consider. Remember, the team is making an educational decision, not a medical decision.
 - e. Students eligible under IDEA are not entitled to a separate Section 504 plan.

Questions and Answers About Section 504	
What is Section 504?	<p>“Section 504” is Section 504 of the Rehabilitation Act of 1973, a federal civil rights statute protecting persons with disabilities from discrimination. Section 504 applies to all agencies that receive federal funds, including public schools.</p>
How is “disability” defined under Section 504?	<p>Section 504 defines disability as a physical or mental impairment that substantially limits a major life activity.</p> <p>A <i>physical impairment</i> is a medical condition or disorder of bodily functions. A <i>mental impairment</i> is a cognitive, learning or psychological disorder.</p> <p>A <i>major life activity</i> includes seeing, hearing, speaking, walking, bending, learning, reading, concentrating, thinking, working, caring for oneself, performing manual tasks, and other similar types of activities.</p> <p>Major life activities also include bodily functions such as breathing, sleeping, neurological functioning, bowel/bladder functioning, and other bodily functions.</p> <p>A <i>substantial limitation</i> means that the student is significantly restricted as to the condition, manner or duration under which a student can perform a particular major life activity as compared to the average student population.</p>
What does Section 504 do for students with disabilities?	<p>Students with disabilities are <i>protected from discrimination</i> on the basis of disability if they have a mental or physical impairment that substantially limits a major life activity, or have a history of such an impairment or are treated as if they have such an impairment.</p> <p>Under Section 504, students with a mental or physical impairment that substantially limits a major life activity are entitled to a <i>free appropriate public education</i>, including regular education and other accommodations or supports that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of nondisabled students are met.</p>
Who should be referred for Section 504 consideration?	<p>Parents and teachers should refer any student who is suspected of having a physical or mental impairment and who is believed to need accommodations or supports to receive a free appropriate public education. School personnel should refer a student if they know or suspect that the student, because of a disability, is not attending school, advancing from grade to grade, meeting the standards of personal independence or social responsibility expected of his or her age or cultural group, or otherwise needs special education or accommodations or supports to participate in or benefit from the District’s education program.</p>

How is a referral made?	<p>A parent or teacher may begin the referral process by talking to the school's principal or assistant principal, a school counselor, or the school's 504 coordinator. Referrals will typically go to the Assistance Team (A Team).</p> <p>Sometimes referrals will go directly to a 504 team or a special education team.</p>
Who makes decisions about whether a student has a disability under Section 504?	<p>This decision is made by a team that includes someone who is knowledgeable about the student, about the evaluation data, and about placement or support options. Typically, parents are invited to participate as part of this team.</p>
What information does the team consider?	<p>The team considers information from the parents and teachers along with any information from the student's outside health or medical providers. If further testing is needed, the district will ask parents for their written consent for testing. Sometimes a school nurse will be involved in assessing the impact of a student's disability at school and reviewing information from health or medical providers.</p> <p>For students who transfer in from another district, the team will consider information from the previous school or school district.</p> <p>Parents may be asked to provide a copy of previously conducted medical assessments. Parents may be asked to give written consent for the school to request medical, health, psychological, or other records. Parents may also be asked to get a medical statement or health assessment statement from the student's health care provider.</p>
What decisions does the team make?	<p>The team must decide whether the student has a disability under Section 504. If so, the team must then decide if the student needs a Section 504 Student Accommodation Plan to access his or her education.</p> <p>The team's decisions are documented and parents are given a copy, along with a Statement of Parent and Student Rights under Section 504.</p>
What is a Section 504 Student Accommodation Plan?	<p>The Section 504 Student Accommodation Plan documents the specific accommodations or supports the student needs to ensure that the individual needs of the student with a disability are met as adequately as the needs of non-disabled students. The comparison is to an average student in the general population. The Section 504 plan is designed to provide <i>appropriate supports</i>, not necessarily all the supports that would "maximize the student's potential" or "the best supports".</p> <p>The team makes an individual determination of the student's educational needs and supports required. Like special education services, 504 plans must be implemented in <i>the least restrictive environment</i>.</p>

<p>Will every student with a disability under Section 504 have a Section 504 Student Accommodation Plan?</p>	<p>Most will, but not necessarily all. When considering whether a student has a disability under Section 504, the team cannot consider any factors such as medication, assistive devices such as hearing aides, or other individual supports or aids for the student (other than ordinary eyeglasses or contact lenses). <i>These are called “mitigating factors”</i>. These other supports that cannot be considered for purposes of eligibility could also include interventions through a tiered process (either academic or behavioral), health plans, or other supports such as counseling, access to CSCT, social skills groups, etc.</p> <p>In some cases, however, the student may not need a Section 504 Plan if the individual supports or aids (mitigating factors above) adequately allow access to the educational setting.</p>
<p>What are “accommodations”?</p>	<p>Accommodations are adjustments that are designed to lessen the impact of the student’s disability to provide access to the school program. There is no “list” of approved accommodations. Accommodations should be determined individually for each student.</p>

	<p>Accommodations are changes made to provide equal access to learning and equal opportunities to demonstrate what is known. The goal of an accommodation is to remove a barrier to the student’s learning and barriers to validly demonstrate mastery. An accommodation does not include anything that would fundamentally alter or lower expectations or a standard in instructional level, content, or performance criteria.</p>
<p>What are “modifications”?</p>	<p>A modification fundamentally alters or lowers expectations or standards in instructional level, content, or performance criteria or changes the curriculum. Modifications are made when appropriate to provide the student with learning experiences based on individual needs and abilities. Grading may be modified to change how a student is assessed.</p> <p>When determining whether something is a modification, consider whether it fundamentally alters or lowers the expectations or standards in the level, content, or performance criteria or changes the curriculum.</p> <p>Modification should not be part of a student’s 504 plan. Modifications may be appropriate and considered for students eligible under the IDEA.</p>

<p>Must the team accept the doctor or health care provider's recommendations for accommodations?</p>	<p>While a doctor may be qualified to provide a medical diagnosis, it is important to remember that a doctor or medical provider's recommendations are suggestions. The school team must consider multiple sources of information to determine whether the student has a disability and to decide what accommodations and services, if any, are needed. The suggestions of the doctor or health care provider must be considered, but they do not need to be adopted if they specifically relate to an educational service provided there is an equally effective accommodation the school can provide that addresses the concern.</p>
<p>Is a Section 504 Student Accommodation Plan the same as an IEP?</p>	<p>No. An IEP (Individualized Education Program) is written for students who have disabilities under the Individuals with Disabilities Education Act (IDEA). These students must need special education services to be eligible for an IEP.</p> <p>A Section 504 Student Accommodation Plan is similar to an IEP but not as detailed. Students with disabilities under 504 who do not need special education services may have a 504 plan if they need accommodations or other supports in the school setting to access their education.</p>
<p>What happens if the team does not agree about whether the student has a disability or about what needs to be on the plan?</p>	<p>The team should try to reach consensus. If consensus is not possible, then the district members of the team (typically an administrator) will decide the matter. If the parent does not agree, the parent may pursue resolution options. The District should give the parent written notice of its proposal and why it is making that proposal as well as the parental notices provided in this manual.</p>
<p>What are the resolution options under Section 504?</p>	<p>The parent may ask for an informal meeting with a school principal or assistant principal to review the matter and share concerns.</p> <p>The parent or district staff may contact the Gallatin Gateway School 504 Coordinator, Missy Schultz, for consultation or facilitation.</p> <p>The parent may use the Gallatin Gateway School's Impartial Due Process Procedures or file a complaint with the federal Office for Civil Rights.</p>

When should the student's Section 504 Accommodation Plan be reviewed?	The plan should be reviewed at least annually. If the district is considering a significant change in placement, then a reevaluation and review should be conducted before that change.
What is a "significant change in placement"?	A significant change in placement is a placement that changes the nature, type or duration of the educational program for the student. A minor change in program such as a new teacher or moving to another classroom at the same level, or moving to another building in the same type of program would not be considered a significant change. Significant changes in placement occur because the student's needs change or because the student has engaged in conduct that results in a disciplinary removal from school.
Are all suspensions and expulsions from school considered a significant change in placement?	No. A suspension or expulsion of more than 10 school days in a row would be considered a significant change in placement. Shorter suspensions that add up to more than ten school days may also be considered a significant change in placement if there is a "pattern" to the removals. "Pattern" is determined by looking at the length of each removal, how close the removals are to each other, and the total amount of time removed.
How is a "504 only" student protected from being suspended or expelled for conduct that is related to the student's disability?	Before the school implements a suspension or expulsion that would be a change in placement, the school must hold a team meeting to do a <i>manifestation review</i> except in the case of misconduct involving drugs or alcohol (provided the student is disciplined in the same manner as a non-disabled student for the same conduct). The team considers: whether the student's conduct <i>was caused by or had a direct and substantial relationship</i> to the student's disability; and whether the student's conduct was a <i>direct result</i> of the school not implementing the student's Section 504 Student Accommodation Plan. If the team concludes that either of these are true, then the school may not impose the suspension or expulsion. If the team concludes that the conduct was not caused by or directly related to the student's disability and not caused by lack of implementation of the 504 plan, the student may be disciplined in the same manner as students without disabilities. If a student is long term suspended or expelled at this point, the District is NOT required to provide services during the term of suspension or expulsion.
Who should I contact for more information about Section 504?	Missy Schultz's the District's 504 Coordinator. She may be reached at (406)763-4415, or schultz@gallatingatewayschool.com.

Process of Identifying, Evaluating, and Providing Services

Identification

A Concern is Raised...

Parent or school personnel may bring a concern to a student assistance team. In addition, the District must find students who may qualify for services under Section 504. 34 CFR 104.32. This is accomplished by informing school personnel of the characteristics of disabilities, their effects, and the procedures for making referrals. This information should be shared with school personnel annually through District-wide or building-wide training. Staff members who become aware of a student's diagnosis from an outside provider need to notify the building administrator regarding the information.

Each building in the District has a student assistance/intervention team. Any teacher, counselor or other school personnel, or a student's parent, may bring a concern to the school's team, including concerns about students with possible disabilities. The person making the referral should put the concern in writing. Concerns from staff should be written on the Referral Form. The counselor or other school personnel should provide assistance to parents who have difficulty putting their concerns in writing. Staff members should complete a referral form even in situations where the parent has provided outside medical documentation evidencing a physical or mental impairment.

The team must meet to review the written concern, along with any accompanying evaluations, reports or other written materials. If the A-Team determines there is a possibility that the student would qualify as disabled under the Individuals with Disabilities Education Act (IDEA) or Section 504, the A-Team will make a referral to the special education or 504 team, as appropriate, for consideration of a formal evaluation, and forward all relevant documentation. The A-Team team may also act as the 504 team if appropriate.

In cases where the student may qualify under one of the IDEA disability categories, the student should go through the special education "child find" process. As a general rule, if the concerns are *solely* related to medical or health issues (with no or negligible impact on behavior or learning), the referral should go directly to the 504 team.

In considering whether to refer a student for an evaluation under IDEA versus an evaluation under Section 504, the team may consider (as one but not the sole factor in making a referral) whether the student needs modifications (i.e., changes that fundamentally alter or lower expectations or standards in instructional level, content or performance criteria which is included within the definition of "special education" under IDEA) or whether the student needs accommodations (elimination of barriers that provide equal access and opportunity). The need for modifications suggests, as part of consideration of many factors, the potential need for IDEA special education and related services.

The District may not use RTI as a gatekeeping mechanism for students whose parents suspect they are eligible for Section 504 services. In short, the District may not justify a delay on the basis that it is still collecting RTI data, or otherwise it would make RTI a precondition to an evaluation.

Remember, a suspicion of the need for services does not mean that the student will actually be eligible for services. Before eligibility is determined, an evaluation must be conducted.

Evaluation and Eligibility

The District Begins the Evaluation Process...

Once a referral is made to a 504 team, the team will first consider the student's need for a 504 evaluation and what new assessment is needed, if any. An evaluation should be conducted if there is information indicating that the student has a mental or physical impairment that is affecting a major life activity (such as learning, concentrating, thinking, speaking, breathing, sleeping, other bodily functions, walking, hearing, seeing, etc.)

OCR requires a parent to consent to an initial evaluation. The *504 Prior Notice/Parent Consent to Evaluate* form should be used. If the District requests parental consent for an evaluation, but the parent refuses, the District should attempt to obtain the refusal in writing or otherwise document the parent's refusal. A student cannot be determined to be eligible under Section 504, regardless of suspicion or need, if no evaluation has occurred. In short, when a parent refuses to consent to an initial evaluation for a determination of eligibility under Section 504, the District cannot provide the student with any Section 504 services and the student is not entitled to any protections afforded by Section 504. The District may, but is not required to, initiate due process pursuant to the due process procedures it has adopted. If the parents do not respond, concerted efforts should be made to obtain it. The District's evaluation cannot proceed without consent. It is important to document all attempts to obtain consent.

In the event a parent consents to the evaluation, the evaluation process begins with a review of any existing information that the school has in its possession or the parent has provided. Evaluations must be conducted in a "reasonable" period of time after receiving consent. For students with learning or behavior problems, typically a special education assessment will be completed first. If the student is found not eligible for special education, but there is an indication that the student has a mental or physical impairment that may substantially limit a major life activity, Section 504 eligibility may be considered. The team begins by reviewing the evaluation results along with the student's files, current teacher report of classroom performance, and other information from the parents

Even if the parent has provided documentation from an outside source – physician, mental health provider, outside evaluation – the District must still seek permission to conduct its own evaluation. The District may not have to conduct its own assessments if it has sufficient information from the review of files, which must include information provided by parents, and current teacher report of classroom performance including observations, to determine eligibility. If after review of the files and the reports of teachers, the team determines it still needs more information to determine eligibility, assessments and other evaluation materials should be considered.

To the extent that the District needs to conduct its own assessments and use other evaluation materials, these tests and materials must:

- be validated for the specific purpose for which they are used and are administered by trained

- personnel in conformance with the instructions provided by the publisher of the test;
- be tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
- be selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Remember:

- No medical diagnosis is necessary for Section 504 eligibility! If the school thinks a medical diagnosis is necessary in order to adequately conduct an evaluation and make an eligibility determination, it must ensure that this evaluation is conducted at no cost to the parent.
- The school cannot require the parent to produce medical documentation. School staff should ask if parents would be willing to share any medical documentation, but an evaluation cannot be avoided or delayed by waiting for the parents to produce any documentation.
- A school can conduct the Section 504 evaluation without a medical diagnosis if it believes it has other effective methods of determining the existence of a physical or mental impairment.
- What are "other effective methods?" Keep in mind that a 504 team is not supposed to diagnose a student, but to identify disability so the team can meet the needs of the student. Other common methods include observations, behavior checklists, screening instruments, tests and grades.

If the student has a condition for which the school determines a medical diagnosis is necessary, it must seek consent from the parent to conduct this further evaluation. If the parent does not consent to this further medical evaluation (but has consented to a 504 evaluation) or refuses to provide medical information, the 504 Team is still obligated to proceed with the eligibility determination on the basis of the information available to the Team.

Team Determination of Eligibility

When the evaluations are complete, the case manager will arrange a meeting time with the parent to share the evaluation data and determine eligibility/non-eligibility. The notice of the meeting should be provided on a written form. Again, document all attempts to communicate with parents and set meeting times.

The 504-team considering any evaluation must include:

- Someone who is knowledgeable about the student;
- Someone who is knowledgeable about the evaluation data; and
- Someone who is knowledgeable about the accommodations/placement options.

Typically, the team includes a principal or assistant principal, a school counselor and one of the student's teachers, along with the parent. The team composition will vary according to the concern/needs of the student. For a child with health concerns, the team should include a school nurse. The 504 coordinator or case manager determines the appropriate individuals to comprise the team in a specific situation. Parents may invite individuals they believe have information about

the student to a meeting.

At the meeting, the team meets to review the evaluation results and to complete the *Section 504 Eligibility Determination Report*. Keep in mind this may be done at a meeting to consider the information the District and parents initially had (i.e., existing records) if no additional assessment is needed to determine eligibility and need for a 504 plan. Based on the information from the evaluation and any information from the parents, the team decides:

Whether the student has a disability under Section 504, and whether, as a result of that disability, the student needs a 504 Student Accommodation Plan.

It is essential that team members understanding eligibility requirements and what can be considered in making an eligibility determination:

- The student's limitation does not need to be severe! A student is an individual with a disability under 504 if he has a physical or mental impairment that "substantially limits" a major life activity such as learning, reading, or concentrating.
- Mitigating measures are irrelevant. The impact of mitigating measures already employed such as medication, assistive technology, health plans, interventions or learned behavior modifications cannot be considered. The only exception is ordinary glasses or contacts.
- The disability does not need to be active. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. Students with depression or leukemia could qualify regardless of whether they are currently experiencing symptoms.
- The determination must be based upon consideration of a variety of sources – no one document or test should be the basis for eligibility. The team is obligated to consider a variety of sources, including aptitude and achievement tests, teacher observations, and other forms of evaluation data, and information from the parents – to make a determination. This includes not basing a determination on a doctor's diagnosis alone. Make sure to document the consideration of the different sources of information.
- Temporary impairments. A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis. Generally, impairments that are expected to last less than six months in their entirety are considered temporary. If the symptoms or effects from the condition will last longer, an evaluation may be necessary to determine eligibility.
- Single location impact. Schools are required to consider the ability to function outside the school environment for purposes of eligibility.
- Episodic Impairments. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. To serve episodic impairments, the team will have to determine which factors trigger the plan's provisions. For example, if a child has heat-induced asthma who needs assistance when the temperature gets to a certain point, the provisions of the plan would address those circumstances.

If the 504 Team does not find a student eligible after a careful review of all existing information about the student, the 504 Coordinator gives the parents written notice of that decision (including an explanation), along with a copy of the Section 504 Notice of Parent/Student Rights

in Identification, Evaluation, and Placement.

If the 504 Team does find the student eligible after a careful review of all existing information about the student, the Team will proceed to determine if the student requires a Section 504 Student Accommodation Plan. In considering whether a Section 504 Student Accommodation Plan is necessary, the team may consider the impact of mitigating measures. Thus, if the mitigating measures are effective to address the student's needs or the school is not seeing any impacts of a student's disability in the school environment due to mitigating measures (i.e., student is taking medications outside of school that eliminate impacts of disability), a Section 504 Student Accommodation Plan may not be necessary. A team could consider developing a plan to include mitigating measures or to address accommodations in the event the mitigating measure is no longer available or effective.

If the team determines that a student needs a Section 504 Student Accommodation plan, the team must develop that plan. The team can develop the plan at the same meeting in which eligibility is determined or it can schedule a separate meeting for the development.

Quick Guide to 504 Eligibility and an Accommodation Plan:

1. Gather appropriate 504 team.
2. Review student's educational history, prior evaluations and present status.
3. Review any new evaluations.
4. Review what prompted 504 consideration at the present time.
5. Determine whether student has a mental or physical impairment under Section 504.
6. **If yes**, determine whether impairment substantially limits a major life activity.
7. **If yes**, determine whether student needs accommodations, services or supports to access the benefits of public education at a level similar to the average student. The team may consider medication or assistive devices when determining whether accommodations, services or supports are needed.
8. **If yes**, develop a 504 Student Accommodation Plan.
9. Provide parents a copy of all written evaluation documents, the Eligibility Determination Report, 504 Student Accommodation Plan and notice of rights.

Accommodations

The Team Develops a 504 Student Accommodation Plan...

The Section 504 Accommodation Plan is the tool whereby the District meets its obligation to provide FAPE to the qualified person with a disability. While there is no explicit requirement that a Section 504 Plan be documented in writing, the purpose of doing such is to provide a summary of accommodations that the student will need in order to have equal access to the learning process, as well as the district's other programs, activities and services.

The hallmark of Section 504 is accommodation. The Section 504 Plan seeks to offer accommodations in order to provide equality and opportunity. Section 504 does not require that an educational institution lower its educational standards, but it does require an effort on the part of the district to accommodate the student's disability so they have access to the same level of

education offered to the non-disabled student. An accommodation is no longer appropriate when it substantially or materially alters the program or seeks to lower the standards. If the student needs a 504 Student Accommodation Plan, the team develops the plan for the student and records the plan on the form. The District's expectation is that 504 plans will be written up at the meeting or, if not possible, within a few days of the meeting.

Team Review of Plan

Each student's 504 Plan must be re-evaluated periodically and before any significant change in placement or circumstances. Although there is no legal requirement that the Plan be reviewed annually, the team should anticipate reviewing the Plan annually unless it sets a different timeline for review.

The team must also consider whether there is a need for a re-evaluation. While there is not requirement for a re-evaluation at least once every three years, districts must conduct "periodic" re-evaluations of students under Section 504. As part of this reevaluation, the 504 team should address, as appropriate:

- the need for additional evaluation information;
- the student's continued eligibility under Section 504; and
- the content of the Plan.

A reevaluation under Section 504 does not require consent but does require notice. However, the safest course of action is seek consent, especially before conducting an intelligence test or a test of personality, including behavior checklists.

A significant change in placement, which requires consideration and revision, if appropriate, of the 504 plan, includes circumstances involving:

- expulsion;
- suspensions of more than 10 days in a row or more than 10 days in a school year if the removals are a "pattern;" or
- moving a student to an alternative education setting *to address needs arising from the disability*.

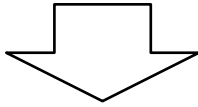
Implementation and Coordination of the Plan

Each building has a Section 504 case manager who will be identified at the beginning of each school year. If more than one case manager is identified for each building, parents will be notified in writing of the name of their child's case manager. The case manager works with each student to oversee the implementation of the student's 504 Plan.

Process Flow Chart

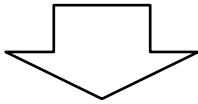
1. Refer the Student:

- Complete *Referral* Form and return to 504 Coordinator



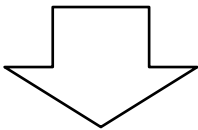
Decide Whether to Evaluate the student:

- Does the staff or parent suspect the student of having a physical or mental impairment and who is
- believed to need accommodations or supports to receive a free appropriate public education? If yes, proceed to an evaluation.
- Provide parent(s)/guardian(s) *Notice and Consent to Evaluate* Form.
- Obtain consent for initial evaluation.



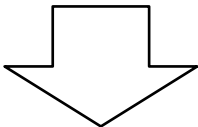
Evaluate the Student:

- Evaluate the specific areas of the student's educational needs.
- Team considering evaluations reviews all data made available to it, i.e., District evaluations, parent provided evaluations, teacher reports, reports cards, etc.



Determine Student's Eligibility:

- Complete the *Eligibility Determination Report Form*
- Provide parent(s)/guardian(s) *Notice of Parent/Student Rights, Section 504 Procedural Safeguards,* and *Section 504 and ADA Grievance Procedures*
- Provide parent(s)/guardian(s) written notice, with an explanation, of any decision that the student is not eligible.



Develop and Monitor Section 504 Plan (if team decides student is eligible and in need):

- Develop a *Section 504 Student Accommodation Plan*; may combine with eligibility meeting
- Case manager is responsible to monitor implementation and student progress.

- Provide parent(s)/guardian(s) a copy of Section 504 Accommodation Plan
- Obtain consent for initial placement.
- Review and revise the student's Section 504 Plan annually, providing parent(s)/guardian(s) *Notice of Parent/Student Rights and Procedural Safeguards*.
- Re-evaluate at least once every 3 years or whenever the student's needs change.

Transportation

Section 504 requires transportation be provided for students with a disability who need special transportation to access their education. To be eligible for special transportation, the student's disability must limit the student's ability to get to/from school with regular transportation or an existing bus stop. The 504 Plan must indicate that the student needs special transportation to access his or her education.

Processing Transportation Requests

- If either a parent or staff member raises the issue, the team must determine if special transportation is necessary for the student to access the educational program.
- The school nurse is asked to gather information for the team regarding any medically related transportation needs, obtaining written consent from the parent before contacting any medical provider of the student.
- The team considers the information provided by the school nurse and/or the parent when determining whether special transportation is necessary for the student to access the educational program.
- If the team determines special transportation IS NOT necessary for the student to access the educational program, the team will discuss it with the parent in the team meeting, and the notes of the meeting will serve as written notice of the team's decision. The parent will also be provided a copy of the notice of rights.
- If the team determines special transportation IS necessary for the student to access the educational program, the team will address it in the Plan, and provide the Transportation Supervisor (or the approved provider of transportation) with the following:
 - A copy of Plan that includes transportation;
 - The student's emergency contact information;
 - The anticipated duration for special transportation; and
 - Any special needs, such as wheelchair accessibility. Questions may be directed to Missy Schultz at 406-763-4415.

Home Instruction

A student with disabilities under Section 504 must be educated with nondisabled students "to the maximum extent appropriate" considering the needs of the disabled student. A student should only be removed from a regular education setting if the education of that student in a regular education setting with supplementary aids and services cannot be achieved satisfactorily.

Nevertheless, the team may determine that a student with disabilities needs home instruction for medical reasons to access education. Home instruction is usually a short-term placement but can be for longer periods of time based on the circumstances. In most situations, the case manager continues as case manager for the student and the school teachers continue to provide instructional materials for the student while home instruction is implemented.

In the case of a request for homebound instruction as a result of alleged bullying and harassment, a District should:

- Investigate the alleged bullying. Conduct observations, follow regular investigative protocol.
- Convene a meeting to discuss the parents' request. Discuss other options, including more intensive supervision.
- Try other interventions before considering a homebound placement. Because a homebound placement may violate least restrictive environment, it should be a last resort.
- If the parent brings a recommendation from a professional, ask to speak to that person. Remember a doctor's note is just that – it does not dictate placement but must be considered.
- Temporary! If the team does agree to a homebound placement, it should be on a temporary basis.

Discipline and Section 504

Just as in the IDEA, different rules and regulations apply to the disciplining of students with disabilities covered under Section 504. However, it is a common mistake to assume that there are no substantive differences between the IDEA and Section 504 when it comes to discipline. There are three significant differences to note:

- Stay Put. Section 504 does not contain an explicit stay put provision, but OCR believes it has an implicit stay put requirement pending the resolution of due process disputes. 34 CFR 104.35 and 36. In *Letter to Zirkel*, 22 IDELR 667 (OCR 1995), OCR stated that “a fair due process system would encompass the school district waiting for the results of the process before making the change in placement.”
- Cessation of Services. Under IDEA, the District essentially never ceases services, even when the student is properly expelled. Under Section 504, Districts can end services to an expelled 504 student, provided the same policy applies to non-disabled students expelled for similar offenses.
- Drug and Alcohol Abuse. Under Section 504, Districts may take disciplinary action against a 504 student who is currently engaging in illegal use of drugs or use of alcohol – to the same extent such disciplinary action is taken against nondisabled students. 29 USC 705(20)(C)(iv). This only applies to students who are 504 only – not to students who have dual eligibility. Also keep in mind that possession does not automatically imply current use. The District will be required to demonstrate use during a due process hearing if possession is all that is evident. *OCR Staff Memorandum*, 17 IDELR 609 (OCR 1991).

OCR considers the suspension or expulsion of a student with a disability for more than 10 consecutive school days as a significant change of placement pursuant to 34 CFR 104.35(a). In

addition, short term suspensions MAY amount to a change of placement if there is a pattern of removals. While there are no specific procedural safeguards under Section 504, the District will be obligated to conduct a reevaluation before a significant change of placement. 34 CFR 104.35(a).

Behavior Plans

OCR interprets Section 504 as requiring behavior plans for a student with a disability when the student's behavioral difficulties significantly interfere with his ability to benefit from his education. *Elk Grove (CA) Unified School District*, 25 IDELR 759 (OCR 1997). In *Elk Grove*, OCR stated:

When a student who is disabled within the meaning of Section 504 manifests repeated or serious misconduct such that modifying the child's negative behavior becomes a significant component of what actually takes place in the child's educational program, a district is required to develop an individual behavioral management plan.

Elk Grove concerned a student with ADHD, and behavior management plan issues frequently arise with students with ADHD. See, e.g., *Westside Union (CA) School District*, 24 IDELR 182 (OCR 1995).

If a student has a behavior management plan, it will supplant the regular discipline code to the extent explicitly stated in the plan. All staff, including bus driver, substitutes, etc. NEED TO KNOW what is in the plan.

Types of Discipline

There are three general principles to remember for Section 504 students:

- If the student's misconduct is related to his disability, then long-term suspension and expulsion are not options.
- If the student's 504 Plan specifies disciplinary measures, then those measures trump the District's regular disciplinary code.
- A student with a disability may not receive a harsher sanction than a nondisabled student would receive for the same misconduct.

There have been numerous complaints to OCR alleging disparate discipline over the years, and schools have been largely successful in demonstrating that the student was NOT subject to disparate discipline. See *Denver (CO) Public School District*, 19 IDELR 48 (OCR 1992); *Holtville (CA) Unified School District*, 43 IDELR 68 (OCR 2004).

In *Cobb County (GA) School District*, 46 IDELR 257 (OCR 2006), OCR investigated charges that a school was disciplining a student for issues related to his ADHD. He had several referrals and in school suspensions for being late, talking, disruption in class, and disrespectful behavior. The school was able to produce evidence that it disciplined non-disabled students in the same manner and that the 504 team did not determine that the student would be exempt from the discipline code. If the parents disagreed with the Team's decision about not exempting the

student, they could have used the due process procedures. Therefore, the school did not violate Section 504.

In School Suspension. A lengthy in-school suspension may be a change of placement if the student is denied educational services during the term of the suspension. *Dunkin (MO) R-V Sch. District*, 52 IDELR 138 (OCR 2009) (For purposes of Section 504, an in-school suspension does not count toward a pattern when the services provided are comparable to those provided prior to the suspension.)

Short Term Suspension. As long as the suspension does not exceed 10 consecutive school days, it is not a change in placement. HOWEVER, be aware that OCR is brutal to schools on this issue. If you go over the 10 days, consider seeking permission to re-evaluate and determine if a behavior management plan is necessary.

Long Term Suspension and Expulsion. Possible, just as in IDEA, but the District needs to conduct a manifestation determination. Unless state law or District policy/practice provide for continued educational services, if the misconduct was not a manifestation of the student's disability, the District may deny educational services to students during the term of the suspension or expulsion.

If the District intends to proceed with a change in placement, be sure to provide the parent or guardian (or eligible student) with Notice of Rights Statement.

Manifestation Determinations

Section 504 requires manifestation determinations under certain circumstances. Under IDEA, a manifestation determination is used to determine the relationship between a student's disability and the act of misconduct. The participants are outlined in regulation, as well as what the IEP team must consider. Although Section 504 never uses the term "manifestation determination," the same review is required under Section 504 in connection with disciplinary actions that constitute a significant change of placement under 34 CFR 104.35. See, e.g., *Dunkin (MO) R-V Sch. Dist.*, 52 IDELR 138 (OCR 2009); but see, *Centennial Sch. District v. Phil L. and Lori L.*, 50 IDELR 284 (E.D. Pa 2008)(although manifestation determinations are one way of fulfilling Section 504's procedural safeguards, they are not required under the Section 504 regulations). Unlike IDEA, however, there are no specific regulations determining who must or should be present, nor is there a list of factors to consider. The re-evaluation will be conducted by a group of individuals who are "knowledgeable about the student." The underlying issue of whether the conduct relates to the disability becomes the triggering factor for whether the District can impose a significant change in placement.

Dangerous Students

Section 504 does not contain provisions relating to the 45-school day placement in an interim alternative educational setting (IAES) for students who commit certain offenses, but most District disciplinary procedures will allow a school to suspend a student pending a Board hearing for an expulsion. It will require that the manifestation determination and investigation be done quickly.

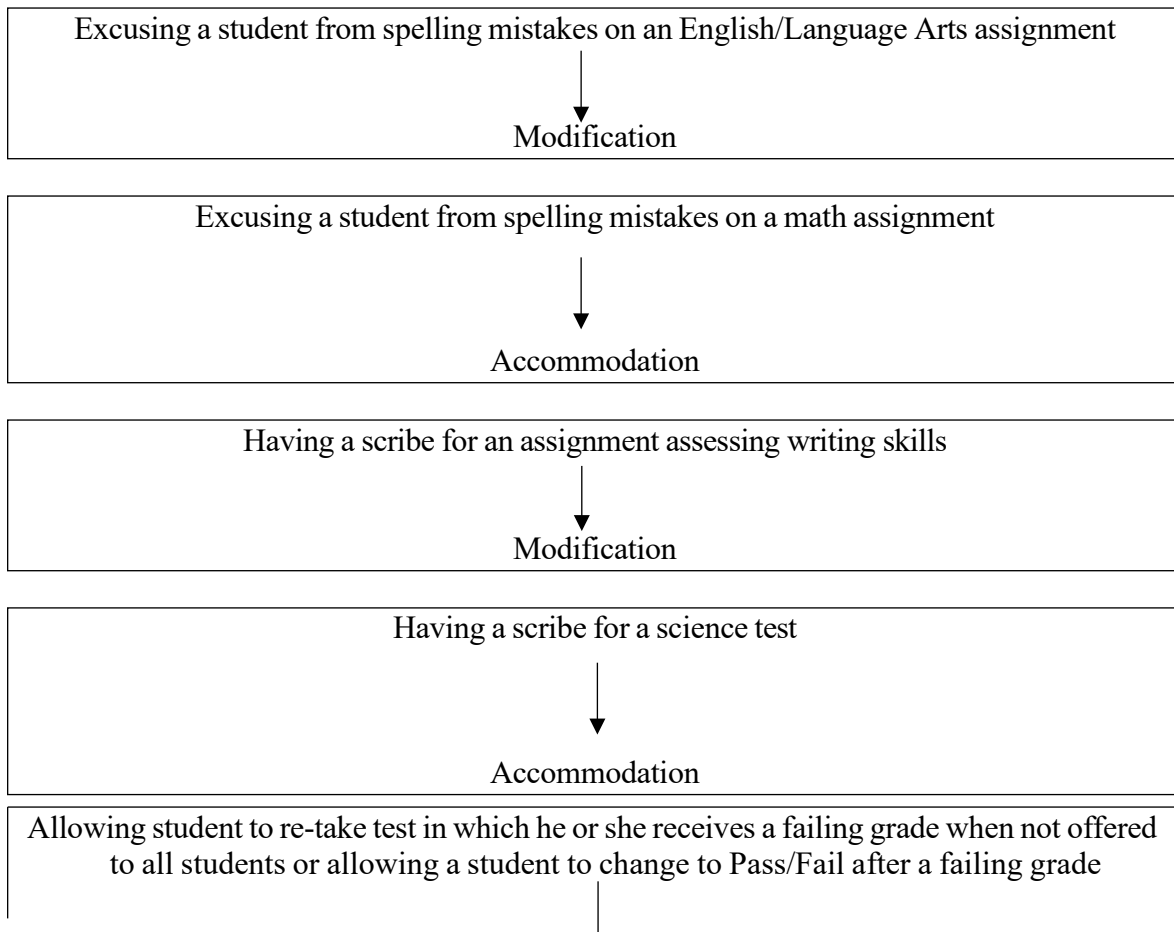
Accommodation Guidelines

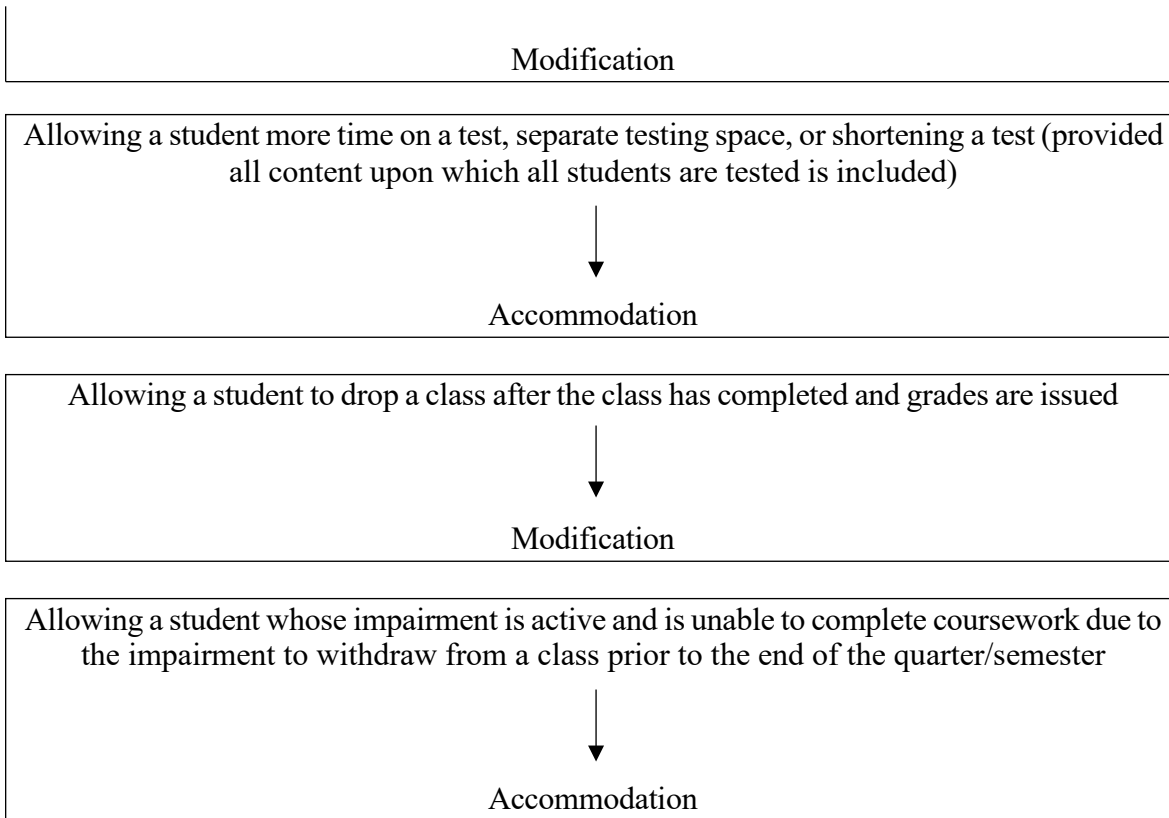
An accommodation is designed to provide a student with a disability equal access to and opportunities for learning. An accommodation does not fundamentally alter or lower expectations or a standard in the instructional level, content, or performance criteria. The goal of an accommodation is to remove a barrier to the student's learning and barriers to validly demonstrate mastery. The student is graded based upon the same bases as all other students.

Modifications, on the other hand, should not be part of a student's 504 plan. A modification fundamentally alters or lowers expectations or standards in instructional level, content, or performance criteria or changes the curriculum. Modifications are made when appropriate to provide the student with learning experiences based on individual needs and abilities. Grading may be modified to change how a student is assessed. Modifications may be appropriate and considered for students eligible under the IDEA. Modification is the hallmark of special education as that term is used in the IDEA.

When determining whether something is a modification, consider whether it fundamentally alters or lowers the expectations or standards in the level, content, or performance criteria or changes the curriculum.

For instance . . .





Remember: a student who is receiving services under Section 504 must complete all state requirements to graduate. Waiver of additional requirements mandated by Board Policy may be considered on a case-by-case basis pursuant to District policy, but state graduation requirements cannot be waived for a student under Section 504.

If school staff believe that modifications are necessary for a student, staff should consider referring the student for an evaluation under IDEA.

Each student's 504 Team needs to determine the appropriate accommodations that will meet the student's needs as adequately as the needs of his/her nondisabled peers. Keep in mind that it may be necessary to provide accommodations outside of the regular school day if the activity is school-sponsored. This includes field trips, extracurricular activities, after-school programs.

There is no “one-size fit all” accommodation. The list below contains only options that may or may not be appropriate for any one child depending on his or her unique needs. This list is not intended to be an exhaustive list and the options provided herein should not limit individual 504 teams from establishing an accommodation plan that includes accommodations not listed below.

Accommodations for any student with a disability

(Note: these are options that may be applicable to the student who has any physical or mental impairment that substantially limits a major life activity)

- Providing study carrel
- Providing headset/CD/player to muffle noise or produce “white” noise or soothing sounds for student
- Seat student away from doors/windows
- Seat student near certain “model” student or teacher
- Simplify or shorten directions
- Providing directions in both oral and in written formats
- Asking student frequent questions throughout lesson/assignment to check comprehension, attention to task
- Changing response format (e.g., from verbal to physical, saying to pointing)
- Providing sequential directions (label as first, second, third, etc.)
- Use of manipulatives/hands-on activities
- Demonstrating/modeling
- Reduction of assignment/number of items on a task
- Highlight relevant words/features
- Providing guided practice
- Providing additional practice trials Increasing allotted time/deadline for a task, assignment, test (extension should be individualized based upon student need)
- Increase waiting time
- “Cooling off” period Individualized behavior plan
- Additional time to complete assignments with option of staff support
- Providing review of student’s work by teacher
- Asking student to summarize at the end of a lesson
- Adapting test items for differing response modes (e.g., multiple choice, matching, fill-in-the-blank, etc.) if appropriate
- Movement breaks to assist with focus
- Establishing routines for handing work in, heading papers, etc.
- Use of clock/ timer to show allotted time
- Providing visual cues (e.g., posters, desktop number lines, etc.)
- Block out extraneous stimuli on written material
- Providing and/or allowing use of study guide
- Providing critical vocabulary list in advance/pre-teach
- Providing essential fact list if appropriate
- Giving points/credit for class participation
- Providing paper/materials with dotted lines or graphs for student work
- Providing transition directions
- Assignment of one task at a time
- Providing discussion questions before reading passage
- Use of word markers to guide reading
- Alter sequence of presentation
- Enlarging or highlighting key words on assignments/ tests

- Altering physical room arrangement
- Temperature controls
- Adjusting lighting Stand-up desks
- Providing daily/weekly assignment sheets/ logs
- Posting daily/weekly schedule
- Providing pencil grips
- Shorten projects into daily tasks
- Teacher use of physical cues (e.g., one finger indicating “first,” two fingers indicating “second”) Teacher pauses while speaking
- Teacher use of verbal cues (e.g., “don’t write this down,” “this is important”)
- Teacher changes tone of voice, whisper, etc.
- Weekly/periodic collection of student notes for teacher review
- Organize test material to go from easy to hard
- Reduce length of assignment by assigning only even/odd numbered items
- Use of computer/tablet
- Reducing paper/ pencil tasks
- Providing and/or use of organizers (e.g., cartons or bins or color- coding system) for desk materials or classwork
- Providing content/lecture summaries
- Use of student’s name before asking a question
- Use of extra spaces between lines of print
- Use of raised-line paper
- Providing and/ or use of calculator
- Circling of math computation sign
- Use of hand signals as cues (e.g., attention, response)
- Laminating materials
- Providing alternative location for assignment completion or testing (monitored)
- Providing weekly/periodic progress reports to parents
- Use of magnification devices
- Providing audio versions of books if available
- Providing materials in larger print
- Providing scribe except for assignments/ test grading writing
- Reading test to student except when testing reading skills
- Providing duplicate set of books, materials for student to keep at home
- Providing frequent breaks Varying activities often
- Providing note-taking assistance
- Grading for content rather than spelling when appropriate (i.e., science, math)
- Permit use of spellcheckers/electronic spellers when appropriate (i.e., not for assignments/ tests where spelling is graded)
- Assistance with use of planner
- Permit open-book examination if appropriate
- Providing opportunity to correct mistakes on assignments
- Providing alternative projects to written work when appropriate

Accommodations for Students with Medical Conditions Other than Asthma/Allergies

Please note that these options are in addition to any other accommodations (whether or not listed above) that may be appropriate for the student. School nurse should be included in the team discussion regarding appropriate accommodations.

- Emergency plan if appropriate regarding student's condition, treatments School nursing services (including medication administration, monitoring) Assistance with medication administration as allowed by law
- Excusing absences due to medical condition Addressing restroom use
- Providing packet of work/assignments to complete when the student is absent due to the medical condition
- Providing access to food and/or drinks in all school settings Allowing use of service animal
- Transportation services Homebound services

Accommodations for Students with Diabetes

Please note that these options are in addition to any other accommodations (whether or not listed above) that may be appropriate for the student. School nurse should be included in the team discussion regarding appropriate accommodations.

- Emergency plan, including emergency administration of insulin or glucagon School nursing services (including medication administration, monitoring) Assistance with medication administration as allowed by law
- Allowing student to carry medication as allowed by law
- Allowing student to test blood sugar in classroom or other convenient location Assistance with blood sugar monitoring
- Providing access to food and/or drinks in all school settings Addressing restroom use
- Allowing use of a service animal
- Staff training regarding diabetes and emergency procedures Excusing absences due to diabetes

Accommodations for Students with Mobility/Hearing/Visual Impairments

Please note that these options are in addition to any other accommodations (whether or not listed above) that may be appropriate for the student.

- School nursing services (including medication administration, monitoring) Assistance with medication administration as allowed by law
- Mobility assistance (between classes, up and down stairs, getting on and off the bus, carrying items, setting up equipment)
- Access to elevator if available
- Changing classroom location (i.e., assigning classroom to first floor instead of second floor) Use of visual and/or audible alarm systems
- Closed caption videos Allowing use of service animal

- Alternative materials (i.e., braille or audio books)
- Alternative response modes for assignments or tests (verbal, typed)
- Assistance with instruction to accommodate impairment (e.g., teaching student to type with one hand)
- Allowing student to leave materials in each classroom Educational Sign Language Interpreter if needed?

Accommodations for Students with Behavioral/Mental Health Conditions

Please note that these options are in addition to any other accommodations (whether or not listed above) that may be appropriate for the student.

- Use of positive behavior plan with positive reinforcements and incentives Regular review of reinforcements
- Use of behavioral contract Frequent review of established rules
- Access to and use of “time-out,” “cool down,” or “safe” space Access to counseling
- Allowing student to have access to cell phone to call parents or other identified person Allowing student to leave class early to avoid large groups of students between classes Providing student with access to a staff member with whom the student can “check in”
- Providing optional areas for the student to eat, use the restroom, or change clothes if appropriate for the student and requested by the student. It is not recommended that school officials suggest this as an accommodation, but if requested by the student/parents, it should be considered.

Accommodations for Students who cannot or will not come to school

There are situations where students are unable because of a medical condition to come to school even with accommodations. There are also students who, because of a mental health impairment, will not come to school. For those students who have mental health impairments who “avoid” school, the accommodations listed above for students with mental health impairments should be considered in conjunction with any accommodations changing the student’s placement (i.e., implementation of behavior plans, access to safe space, etc.).

Section 504 has a LRE (least restrictive environment) requirement that mandates that 504-eligible students be educated with their nondisabled peers to the maximum extent appropriate. Separate education should only occur if a student is unable to access educational services as adequately as his/her nondisabled peers even with accommodations.

Options when the student cannot or will not come to schools can include:

- Transferring the student to a different school within the district if appropriate and in compliance with policy. This includes transferring the student to an alternative program if appropriate for the student.
- Alternative programs are required to consider enrolling students with disabilities in the same manner as any other student and not take into consideration the student’s disability or need for accommodations.

- Enrollment of the student at the district's expense in another district if that district can more adequately meet the needs of the student. For instance, districts with newer buildings may be more adequately equipped to educate students with severe allergies if the resident district has older buildings where the allergen cannot be effectively addressed.
- Transportation services.
- Shortened school day. Note: 504-eligible students must complete minimum requirements to graduate. Thus, it is not possible for a student to graduate based upon completion of goals in any plan like an IDEA-eligible student. The student must meet the minimum requirements to graduate (with or without accommodations). This means that shortened school days should be generally considered as a temporary alternative used to re-introduce the student to the school environment. If necessary for the student because of a medical condition, other options discussed below will likely be necessary to ensure that the student is provided the opportunity to earn credit.
- Homebound tutoring. Note: unless the student is not able to come to school because of a medical condition, homebound tutoring should be used as a temporary alternative. It is not necessary that homebound services replicate what would be provided in the school environment, but should be appropriate for the student and allow the student to continue to progress. A combination of homebound tutoring and a shortened school day may be appropriate in order to gradually re-introduce the student to the school environment. It is recommended that a transition plan be discussed and implemented to re-introduce the student to the school environment when the student has been out of school for a significant amount of time.
- Enrollment in courses through the Montana Digital Academy. If there is a District policy that limits credits that can count, a change of policy may be necessary to allow for waiver of the limitation at the discretion of the Superintendent or Board.
- Enrollment in another correspondent/online program for obtaining credits. If there is a District policy that limits credits that can count, a change of policy may be necessary to allow for waiver of the limitation at the discretion of the Superintendent or Board.
- Waivers of requirements/credits in accordance with Montana law and District policy. Although state minimum credit requirements cannot be waived under Section 504 for a student to graduate, there may be requirements or credits required by the District that can be waived.
- Use of videoconferencing systems to allow student to participate in classes while at home. This option requires that the system be reliable and effective in that the student is able to see and hear the teacher and have access to materials discussed.

Because eligibility for services under Section 504 occurs if a student has any physical or mental impairment that substantially limits a major life activity, there are many impairments that are not specifically addressed herein (i.e., ADHD). The student's 504 team should consider accommodations that will ensure that that student's needs are as adequately addressed as the needs of nondisabled students. The 504 team can consider accommodations contained herein or can provide for other accommodations not listed that may still be appropriate.

Failure to Implement a Section 504 Plan

OCR has concluded that school districts engaged in discrimination against a student with a

disability in violation of Section 504 by failing to properly implement the student's 504 plan. In *Catoosa County (GA) Sch. Dist.*, 57 IDELR 141 (OCR 2011), a school district agreed to request that its vendors remove all products containing peanuts and tree nuts (or manufactured in a plant processing peanuts or tree nuts) from school vending machines. The school principal claimed to have contacted the vendors on several occasions with this request both verbally and in writing. The principal even placed signs on the machines regarding the request and met with representatives of the vendors after the companies continue to ignore the request. During that same time period, the student at issue purchased several products from the vending machines with peanuts or peanut-products and reported this to his teacher and principal. After each of these reports, the school would unplug the vending machines so no items could be purchased. Peanuts and peanut products continued to be placed in the vending machines over a nine-month period despite the requests of the school to remove these products. The vending machines were removed from the school after this period. The student and his parents filed a complaint with OCR alleging numerous allegations, including that the district harassed him by failing to ensure peanut products were removed from the vending machines. OCR agreed with the student and parents and found that the student had been harassed for nine- months by the district because it failed to implement its agreed-upon plan to remove the products from its vending machines.

A school district may also engage in discrimination if it withholds agreed upon accommodations from a student because of the student's enrollment in certain courses. OCR held that a school wrongfully changed a student's Section 504 plan to exclude academic accommodations (i.e., extended time on classwork, homework, and routine classroom tests) in a student's honors classes. *Wilson County (TN) Sch. Dist.*, 50 IDELR 230 (OCR 2008). OCR has also issued a guidance letter, "*Letter to Anonymous*," stating that if a Section 504-eligible student requires related aids and services to participate in a regular education class or program, then the district may not deny the student such related aids and services in an accelerated class or program. 108 LRP 16376 (OCR Dec. 26, 2007). A school district also may not condition enrollment in an advanced class or program on a student's forfeiture of needed special education or related aids and services

Retaliation

Parents have frequently complained that school personnel have taken adverse action against a student in response to a parent's decision to assert his or her rights under Section 504. This concept has become known as "retaliation" in the case law. While it would be a rare case for an educator to intentionally take adverse action against a student in retaliation for assertion of his or her legal rights, the focus is not simply the educator's intent, but rather, how the educator's action is perceived in hindsight. OCR has developed a five-part test to determine whether a district has engaged in prohibited retaliation. It may be useful for you to consider the steps of this test before taking action with respect to a student who is involved in due process proceedings or whose parents have filed a complaint with OCR.

The five questions you should consider are:

1. Has the parent/student engaged in a protected activity? Examples of protected activities include:

- initiating due process proceedings, filing suit in court,
 - filing a complaint with OCR
 - filing a complaint with the District
2. Is the district or its agents aware of the protected activity? How and when did district receive notice of the activity? Is there a rumor or verified action?
 3. Was the parent/student subjected to an adverse action? Did the action significantly disadvantage the complainant as to her/his status or ability to access the benefits of the program? Did the action reasonably act as a deterrent to further protected activity or preclude the individual from pursuing discrimination claims? Will a neutral third-party decide there is a causal relationship or connection between the protected activity and the adverse action?
Has the adverse action against the student occurred prior to, at the same time as, or after the parent/student engaged in the protected activity?

Examples of adverse action may include:
 - Suspension/Expulsion from school or athletics/extra-curricular activities
 - Preventing parents from entering school grounds
 4. Is there sufficient evidence to raise an inference that the protected activity was likely the reason for the adverse action?
 5. Can the district offer legitimate, nondiscriminatory reasons for the adverse action, which a neutral third-party will not consider to be pretextual?

Superintendent of Public Schools (NY), 104 LRP 11453 (OCR April 30, 2003); *Shelby County (AL) School District*, 37 IDELR 41 (OCR March 12, 2002).

Addressing Complaints of Harassment or Discrimination

OCR regularly holds school districts responsible for failing to promptly and equitably resolve complaints of discrimination under Section 504. See 34 C.F.R. 104.7. Pursuant to this requirement, school districts (with 15 or more employees) are required to adopt grievance procedures providing for the prompt and equitable resolution of complaints. *Id.* The ADA also requires the adoption of grievance procedures providing for the prompt and equitable resolution of complaints of discrimination for school districts with 50 or more employees. 28 C.F.R. 35.107.

School districts must give notice to all individuals of its grievance procedures. Notice must be readily available at the building level to parents, students, employees, and third parties. See, e.g., *Maine (ME) Sch. Admin. Dist. #13*, 55 IDELR 84 (OCR 2009). Staff should be informed about the procedures and how individual may access them.

OCR considers the presence of the following factors in grievance procedures to determine their adequacy under Section 504 and the ADA:

- Notice of where complaints may be filed Indication that it applies to all individuals
- Provide for adequate, reliable, and impartial investigation of complaints, including the opportunity to present witnesses and other evidence
- Provide for reasonably prompt time frames for the complaint process
- Assurance that the school will take steps to prevent recurrence of any harassment and to correct discriminatory effects of the harassment on the complainant and others, if appropriate
- Assurance that retaliation is prohibited
- Notice of the right to end the informal process at any time and begin the formal stage of the complaint process

Although a school district may encourage written complaints, it cannot wait to begin to address the complaint until a written complaint is received. *See, e.g., In re Berlin (NH) Pub. Schs.*, 54 IDELR 204 (OCR 2009). School districts must follow the procedures that they publish – school districts cannot use different “informal procedures” that differ from their published procedures. *Id.*

OCR does not consider appeals of investigation findings resulting from the grievance process. *Ansonia (CT) Pub. Schs.*, 56 IDELR 176 (OCR 2010). Rather, OCR will consider whether the school district’s grievance process was sufficient.

Staff Roles and Responsibilities

Role of 504 Coordinator

- Participates in district-wide training on Section 504 implementation.
- May acts as 504 case manager for individual.
- Acts as contact person in school when questions arise about 504 issues.
- Participates on A-Team when necessary.
- Ensures that staff are using current Section 504 forms and following current procedures.
- Coordinates transition of 504 students transferring into and out of the school.
- Acts as contact person for district and Office for Civil Rights (OCR) student-related Section 504 complaints.

Role of 504 Case Manager

- Schedules meetings and sends notices, including periodic reviews as indicated on plan.
- Gathers necessary information for meetings.
- Writes up 504 documents.
- Provides copies of documents to parents and puts in student’s cumulative file.
- Provides information to all teachers that need to know about 504 plan contents, including

when the student's schedule or classes change.

- Verifies implementation of 504 plan and is available to problem-solve when issues or concerns arise.
- Schedules periodic review at least annually (unless a different timeline is in the plan) or sooner if needed, and before any significant change in placement.

Case Manager Guidelines Meeting Checklists

Before the Meeting:

- When dealing with parents who are new to the school or new to the 504 process, initiate contact to explain the purpose of the meeting and identify any questions and concerns.
- Schedule a meeting with the team, including the parents.
- Send the meeting notice reminding parent of date, time and location of meeting.
- Gather pertinent information to be shared at the meeting: updates from teachers, assessment reports, medical/health information, etc.
- Develop a meeting agenda.
- Arrange for any necessary interpreters or accommodations for meeting participants.
- Complete portions of the Section 504 Eligibility Determination Report that can be completed before the meeting.
- Bring all current forms to the meeting.

During the Meeting:

- Introduce the participants and their roles.
- Clarify the purpose of meeting.
- Review the agenda.
- Identify the note-taker for meeting (if using one).
- Facilitate the student's input or participation.
- Lead the group through agenda – do time-checks as needed.
- Complete the Section 504 Eligibility Determination Report (if new to 504).
- Complete the Section 504 Student Accommodation Plan (if needed), or revise as needed.
- Provide copies of the Report and Plan to parents or inform them of how they will get a copy.
- Provide the Statement of Parent Rights to parent (keep signed copy for Cumulative File).
- Thank everyone for participation and cooperation.

After the Meeting:

- If using meeting notes, review and put final copy in cum file, along with a copy of the Eligibility Determination Report and Plan.
- If parents did not receive all of the documents at meeting, provide copies.
- Be sure all teachers know and understand their responsibilities under the Plan.
- Calendar check-ins to monitor implementation of the Plan. Keep a log of contacts related to implementation of Plan.
- Calendar annual review date, and at least one month earlier to begin the “before meeting” review process.

504 teams: Follow these tips to maintain compliance during remote learning

- Every Section 504 plan revolves around the concept of providing the student equal access to the curriculum, even though it might be ordered through an alternative equal access model.

Here are some recommendations for 504 teams to bear in mind as they work to maintain compliance while students are learning remotely:

- Clarify interim accommodations. Designate accommodations for remote learning as interim accommodations in the 504 plan, We don't want to create confusion when we exit the remote model as to whether those accommodations continue.
- When accommodations are for an interim educational opportunity, link them to that opportunity.
- Wording such as, "For so long as the child participates in remote learning, the following additional accommodations will be provided," would be a beneficial inclusion within a 504 plan.
- Ensure those who need a copy of the 504 plan get it. Recognize the fact that outside of a brick-and-mortar setting, it becomes a little more challenging to ensure that everyone who serves the student is aware of the 504 plan,
- "Everyone who services that child still has the obligation to implement the accommodations that come with remote hybrid instruction. Make sure you've audited who needs the plan in order to properly serve the child. We don't want that lapsed.
- Track accommodations. Be able to track in some meaningful way the accommodations you are providing in the remote learning environment,
- Be sure to address the success of accommodations.
- Establish a performance baseline for every student.
- Do not suspend plan. Be careful not to suspend a plan by saying you don't need it any more,
- For example, if you have a student with a peanut allergy on a Section 504 plan, do not say, "We don't need that plan because the student is learning remotely now,"
- Though the student is not in the school building and potential exposure to the risk is eliminated, the plan should remain in place and districts should still implement it with fidelity. "It's not a buffet," ---"Don't say, "We do a little of this, a little of that, but don't want to do this.""
- Consider more frequent plan review. As always, establish in the plan a future date to review it. But consider revisiting the plan before the typical annual review.
- It may be prudent to deviate from the typical annual,
- Add language to the plan saying that the team will revisit it in the event that the district shifts back to an on-campus learning model.
- Maintain standards. The minimum required constituency of a Section 504 team remains the same. That same membership remains in the world of COVID-19 as before-hand.
- Any changes to a student's 504 plan should still only take place through the team process or by agreement.

Meeting Planning

Who is on the Guest List?

When should the parent be invited?

- A parent, guardian, or person in parental relationship to the student should always be invited.

When should the school counselor be included?

- When the counselor is the case manager, or has personal or professional knowledge that would help the team make appropriate decisions for the student.

When should a general education teacher be included?

- When the student is participating in general education.

When should the school nurse be included?

- When there are medical or health issues involved.
- When the parent is asking for health-related accommodations at school, including transportation.
- When the team will be reviewing reports from a medical doctor or other health practitioner.

When should the school psychologist be included?

- When the school psychologist was involved in a recent evaluation of the student.
- When the school psychologist's expertise is necessary for the team to make appropriate decisions for the student.

When should the building administrator be included?

- When the building administrator is the case manager.
- When the parent is asking for unusual accommodations that raise concerns or fiscal considerations.
- When safety issues are involved.
- When special transportation is likely to be needed.

When should a motor team (OT or PT) representative be included?

- When the student has a motor impairment and will likely need accommodations or supports for the motor impairment.
- When the OT or PT recently evaluated the student and identified motor needs.
- When the parent has requested motor team services or adaptations

When should the Speech Language Pathologist be included?

- When it appears that there are physical factors that contribute to a speech or language problem.

Evaluation Guidelines

The team decides what assessments are needed to determine whether a student has a disability under Section 504. Although there are no required procedures, the table below contains recommended evaluation procedures. Students who are suspected of having a disability under the IDEA should be evaluated for special education eligibility before consideration of a disability under Section 504.

Suspected Condition	Recommended Evaluation for Disability Determination
Health condition, e.g., asthma, cancer, epilepsy, diabetes, hepatitis, etc.	<p>A medical statement including a diagnosis of the condition by a physician licensed by the Montana Board of Medical Examiners, or a Physician’s Assistant or Nurse Practitioner acting within the scope of his or her license** (either to be provided by parent or obtained by the District at District expense), AND</p> <p>A school nursing assessment</p> <p>(Rule out Other Health Impairment under IDEA if need for special education and related services is suspected.)</p>
Chronic physical conditions, such as cerebral palsy, spina bifida, hearing or vision impairments	<p>A medical statement including a diagnosis of the condition by a physician licensed by the Montana Board of Medical Examiners, or a Physician’s Assistant or Nurse Practitioner acting within the scope of his or her license** (either to be provided by parent or obtained by the District at District expense), AND</p> <p>An evaluation conducted by the District.</p> <p>(Rule out Other Health Impairment, Orthopedic Impairment, Vision Impairment, or Hearing Impairment under IDEA if need for special education and related services is suspected.)</p>
Psychological conditions, such as ADD/ADHD, depression, obsessive- compulsive disorder, post-traumatic stress disorder, etc.	<p>A medical statement including a diagnosis of the condition by a psychiatrist or other physician licensed by the Montana Board of Medical Examiners, or a Physician’s Assistant or Nurse Practitioner acting within the scope of his or her license**, OR a diagnosis by a licensed clinical psychologist (either to be provided by parent or obtained by the District at District expense); AND</p> <p>As needed, an evaluation by a school psychologist including a review of information submitted by the parent and new measures, as needed, such as behavior rating scales, structured observations, and interviews.</p> <p>(Rule out Emotional Disturbance or Other Health Impairment if need for special education and related services is suspected.)</p>

Learning disorder (e.g., dyslexia)	Individual assessments as needed. (Rule out Specific Learning Disabilities if need for special education and related services is suspected.)
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**The District does not use diagnoses from naturopathic physicians or chiropractors. If a parent submits such a diagnosis, and the team sees evidence that such a condition may exist, contact the District 504 Coordinator.

FORMS

504 Checklist

(District Forms are identified in bold type)

- A situation is recognized that calls for consideration or a referral.
 - Section 504 Referral is completed by parent or classroom teacher.
 - Meeting with parent is held if appropriate.
- Parent is notified of referral and 504 meeting.
 - Meeting Invitation is sent to parents.
 - Parent/Student Rights, Procedural Safeguards, and Grievance Procedures are sent to the parent with this notice.
 - The Student Record Review is completed by school staff.
- A meeting is held to discuss referral and determine need for additional assessments.
 - Notes of the meeting are kept; parents may have a copy if requested.
 - Review Parent/Student Rights, Procedural Safeguards and Grievance Procedures w/parents.
 - The parent is asked to give permission for the evaluation. If additional assessments are needed beyond information available, check those on the form. Permission for Section 504 Evaluation - Parent permission is required for an initial evaluation.
- When evaluation is completed (within a reasonable time but no more than 60 school days), a Meeting Invitation is sent to the parent.
 - The meeting is held to discuss the evaluation results and determine 504 eligibility.
 - The 504 Eligibility Determination form is completed and documents the team decision.
 - Parent/Student Rights, Procedural Safeguards and Grievance Procedures are provided again.
 - Notes of the meeting are kept.
 - If the student is determined to be ineligible for 504 protections, the parent is notified in writing with an explanation.
 - If the student is eligible under Section 504, the group determines whether a 504 Accommodation Plan is necessary. If it is necessary, the 504 Accommodation Plan is developed at the meeting; implementation begins immediately.
 - The 504 Accommodation Plan is placed in the building level file, with all other 504 documentation. A copy is kept in the Student Cumulative folder
 - Copies of 504 Eligibility Determination (regardless of eligibility) and 504 Accommodation Plan (if written) are given to the parent.
- The 504 Accommodation Plan or need for a 504 Accommodation Plan is reviewed at

least annually (more often if necessary due to student needs or changes).

- A Meeting Invitation is sent to parents.
 - Notes of the meeting are kept.
 - A new 504 Accommodation Plan is developed, if necessary, or, following a reevaluation, the Notes indicate that the services continue or student is no longer eligible.
 - A copy of Parent/Student Rights and other forms are given to the parent.
- A re-evaluation is conducted periodically, which is at least every three years, or whenever there is a question of continued eligibility or a change in placement.
- Permission for Section 504 Evaluation is sent to the parent. Parent consent is recommended but not required for a re-evaluation.
 - Meeting Invitation is sent to the parent and a meeting is held.
 - 504 Eligibility Determination completed if appropriate.
 - A new 504 Accommodation Plan is developed if appropriate.
 - A copy of those forms and Parent/Student Rights, Procedural Safeguards and Grievance Procedures are given to the parent.
- The transition of 504 students between schools is the responsibility of the building coordinator.
- Conference between 504 coordinators is documented
 - All 504 Plans are forwarded to receiving building.
- When a student with a current 504 Accommodation Plan graduates or ages out, the emancipated student or parent will be given a copy of Summary of Performance Upon Completing School.
- Copies are placed in the 504 file and sent to the District 504 Coordinator.
- Conduct Manifestation Determination before any change of placement of student eligible under Section 504 due to disciplinary reasons.
- Complete Revocation of Consent form where parent wishes to revoke consent for Section 504 Services.

Procedural Safeguards

Gallatin Gateway Schools has an internal resolution procedure to provide a prompt and impartial review of complaints pertaining to the identification, location, evaluation, and placement of students with known or suspected disabilities relating to educational services. Section 504 complaints may include, but are not limited to, disagreements with the decision of the District's Section 504 Team regarding identification, evaluation, educational program or placement, and accommodation of a student.

As part of an informal approach to complaint resolutions, the District wants parents, students and other District patrons to have the opportunity to make concerns known to the District and for the District to have the opportunity to respond and resolve concerns as rapidly as practicable at the program site level.

Filing a complaint is a protected activity. Discrimination against any individual because he or she reported Section 504 violations, or made a complaint, testified, assisted or participated in Section 504 investigations, proceedings or hearings is prohibited. Coercion, intimidation, threats or interference with anyone because he or she exercised or enjoyed Section 504 rights, or helped or encouraged someone else to do so, is prohibited.

Nothing herein precludes a parent from making an inquiry or filing a complaint with the Office for Civil Rights.

Procedural Safeguards

If the parent of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards.

The District shall provide written notice to the parent or legal guardian of a Section 504 student, prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services.

Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the District's identification, evaluation, and/or placement decision.

Impartial Due Process Procedures

- The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian is in disagreement with the District.
- Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within 3 business days.
- Within 10 business days of receipt of a written request for an impartial due process

hearing, the District shall select and appoint an impartial hearing officer who has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person who would conduct the hearing in an impartial and fair manner.

- Once the District has selected an impartial hearing officer, the District shall provide the parent and all other interested parties with notice of the person selected.
- Within 5 business days of the District's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues.
- The hearing officer shall, in writing, notify all parties of the date, time, and location of the due process hearing.
- Anytime prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
- At the hearing, the District and the parent may be represented by counsel.
- The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court reporter. The parents shall present their case first, followed by the District. Witnesses may be called to testify, and they will be subject to cross examination. Documentary evidence may be admitted and the hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received, the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision.
- Within 20 business days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties. Appeals may be taken as provided by law.

Legal References: 34 CFR 104.31-38 Procedural Safeguards

504 and ADA Grievance Procedures

Gallatin Gateway Schools has adopted internal grievance procedures providing for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (Section 504) or the Americans with Disabilities Act (and its amendments) (ADA). Section 504 and the ADA prohibit the discrimination against individuals on the basis of disability or handicap.

Section 504 and the ADA prohibit a school district from excluding an “otherwise qualified individual with a disability” from participation in, or be denied the benefits of, or be subjected to discrimination on the basis of that disability. Under Section 504 and the ADA, an individual with a disability is: (1) who has a physical or mental impairment which substantially limits one or more major life activities; (2) who has a record of such an impairment; or (3) is regarded as having such an impairment. All references to “disability” refer to disability or handicap and encompasses both Section 504 and the ADA.

These procedures do not pertain to the identification, location, evaluation, and placement of students with known or suspected disabilities relating to educational services. Inquiries relating to the identification, location, evaluation, and placement of students with known or suspected disabilities relating to educational services should also be directed to Madison Downs Section 504 and ADA Coordinator

Inquiries concerning discrimination under Section 504 or the ADA may be referred to the building administrator or:

Missy Schultz
Section 504 Coordinator Gallatin Gateway Schools 100 Mill Ave.
Gallatin Gateway, MT 59730 Phone: 406-763-4415
schultz@gallatingatewayschool.com

Inquiries may also be referred to the Office of Civil Rights, United States Department of Education.

Filing a Complaint

An individual believing that he or she has been the victim of disability discrimination should file a complaint with the building administrator or the Section 504 Coordinator within 30 days of the incident(s) giving rise to the allegations. If the individual wishes to invoke the formal complaint procedures (see formal complaint procedures section), the complaint should be made in writing. An individual wishing to invoke the informal resolution process may make a complaint in writing or verbally.

An individual wishing to make a complaint will be provided with a copy of these procedures.

Informal Resolution

An individual alleging disability discrimination by an employee, student, or third party may access an informal mechanism to attempt to resolve the situation. The individual making the complaint is not required to invoke any informal mechanisms to resolve the situation. The decision to invoke the informal resolution process is voluntary.

If the individual wishes to attempt to work out the problem directly with the alleged perpetrator, a school representative will be available to assist. The individual may also request mediation with a designated mediator present to assist the individual and alleged perpetrator reach a resolution.

The individual has the right to end the informal resolution process at any time. If the individual wishes to end the informal process prior to reaching a resolution or is not satisfied with the resolution reached, the individual has the right to commence a formal complaint at any time.

Formal Complaints

An individual may make a formal complaint of disability discrimination in accordance with the procedures described above. The complaint should be in writing and should specify the allegations which the individual believes constitute disability discrimination. The individual has the right to contact law enforcement to determine if criminal activity occurred.

Investigation

The District shall conduct an adequate, reliable, and impartial investigation into the allegations. Even if no formal complaint has been filed, the District may still conduct an investigation to determine whether disability discrimination has occurred when it has knowledge of allegations of disability discrimination. Any investigation by the District shall be in addition to any criminal investigation that may occur.

Determinations resulting from the investigation shall be made on a preponderance of the evidence standard (i.e., it is more likely than not that disability discrimination occurred).

Parties (the alleged victim and alleged perpetrator(s)) will have an equal opportunity to present relevant witnesses and other evidence. The investigation shall allow for both the alleged victim and alleged perpetrator to provide information separately. If written statements are provided, each party shall have the opportunity to review such statements, subject to the disclosure of such information under the Family Educational Rights Privacy Act ("FERPA") and Montana law.

Either party may have a representative or lawyer present during the investigations; however, the representative or lawyer is not allowed to speak or ask questions during any investigatory interviews. The representative or lawyer may request clarification of any questions, but may not answer, advise his or her client how to answer, or ask any substantive questions.

Notice of Outcome

Both the alleged victim and alleged perpetrator shall be notified in writing regarding the outcome of the investigation. Subject to FERPA and Montana law, an alleged victim may be notified about sanctions imposed on another individual found to have engaged in discrimination or harassment when that sanction directly relates to the individual. This may include an order that

the perpetrator stay away from the victim.

Time Frames

The District shall complete its investigation within 60 days of receipt of the complaint or knowledge of allegations of disability discrimination. With the consent of the parties and the Section 504 Coordinator, the investigation may be extended for an additional 15 days in extenuating circumstances. The investigator shall contact both parties once it appears that the investigation will require a longer period of time. The Notice of the Outcome of the investigation will be sent within that 60-day period, unless extended as described herein.

Appeals

Any party who is not satisfied with the findings from the investigation may appeal to the Executive Regional Director as designated by the Notice of Outcome. The appeal must be made within ten (10) days of receipt of the Notice of Outcome. Within three (3) days of receipt of any appeal by either party, the Executive Regional Director shall notify the nonappealing party regarding the appeal. Within five (5) days of receipt of notice of any appeal, the nonappealing party may present argument opposing the appeal in writing. Within twenty (20) days of receipt of the initial appeal, regardless of whether the nonappealing party has submitted any opposition to the appeal, the Executive Regional Director shall issue a written decision to both parties affirming or rejecting the investigation findings.

Remedies

The District shall take all reasonable and necessary prevent the recurrence of any harassment and to correct its discriminatory effects on the individual and others. Any individual participating in a disability discrimination investigation shall notify the building administrator or Section 504 Coordinator if he or she believes that he or she is being retaliating against for participating in the investigation. The District prohibits retaliation against individuals making complaints under these procedures and participating in any investigation that may ensue.

Section 504 Referral

Student:

Date:

Date of Birth:

School:

Teacher:

Grade:

Parent:

Phone:

Address

Referred by

Position:

Reason for referral:

Interventions attempted:

Has the student ever been referred, evaluated, and/or received services from special education? Yes No If yes, explain:

Referral action:

Section 504 Referral Purpose

- The purpose of this form is to provide information for referral to the student assistance team.
- This form should be provided to the 504 Coordinator to convene the student assistance team to determine whether it is appropriate to refer the student for an evaluation under 504 and/or special education. Parental consent is not necessary to refer the student to the student assistance team.
- If the assistance team determines that there is sufficient information to refer the student for a formal evaluation, the *Notice and Consent to Evaluate* form should be provided to the parent.

Directions

- Provide the basic demographic information for the student.
- Provide the identity of the individual making the referral. This can be a staff member or the parent.
- Identify the reasons for referral and supports and interventions attempted.
- Identify whether the student has previously been referred, evaluated, or received special education and the nature of such referral/evaluation/services.
- Based upon the determination of the student assistance team, an administrator or the 504 Coordinator must provide the determination of whether the student is being referred for a formal evaluation or whether additional information or interventions are appropriate.

Parental and Student Rights
Identification, Evaluation, and Placement
(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with a disability. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

- Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
- Have the school district advise you of your rights under the federal law.
- Receive notice with respect to identification, evaluation, or placement of your child.
- Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the provision of regular education or special education and related aids and services that are designed to meet the individual needs of students with disabilities as adequately as the needs of non-disabled students are met.
- Have your child educated in facilities and receive services comparable to those provided non-disabled students.
- Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options.
- Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
- Have your child be given an equal opportunity to participate in nonacademic and extra-curricular activities offered by the district.
- Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational programs and placement.
- Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- A response from the school district to reasonable requests for explanations and interpretations of your child's records.
- Request amendment of the child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time and advise you of the right to a hearing.
- Request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to the District's 504 Coordinator
- File a local grievance following the District's 504 Grievance Procedures or a complaint with the US Department of Education, Office of Civil Rights.

Your child's 504 Case Manager is:

who can be reached at:

Copy given to parents on:

by

Signature/Position

c: Student's Cum File; Parents

Section 504 of the Rehabilitation Act Of 1973 Parent/Student Rights in Identification, Evaluation and Placement

Purpose

- The purpose of this form is to provide parents and adult students with notice of their procedural safeguards under Section 504.
- This form should be provided to parents of “504 only” students upon initial disability determination under Section 504. If the team finds that the student has a disability under Section 504, the rights statement should be given to the parents periodically, typically at least once a year in conjunction with review of the 504 Student Accommodation Plan.

Directions

- Write in the name and phone number of the Section 504 case manager for the student. This would be the parent’s first point of contact for matters related to the student’s Section 504 plan.
- Provide a copy to the parent and keep a copy in the student’s cum folder.

Notice of Conference/Meeting Invitation

Date:

Dear Parent(s) Guardian(s):

This letter is to make you aware of the need to review your child's educational program and/or to meet to consider the existence of a disability based on the definition in Section 504 of the Rehabilitation Act of 1973. We are planning a conference as follows:

Student's Name:

Date of Birth:

School Name:

Meeting Location:

Meeting Date/Time:

The purpose of this conference will be:

- to review and discuss your child's present educational status.
- to discuss a referral on your child for possible Section 504 eligibility
- to consider evaluation and/or reevaluation measures/eligibility criteria for your child.
- to write a 504 plan
- to discuss at your request:
- annual review:

The following persons have been invited to attend this meeting:

_____	_____
(Name)	(Title)
_____	_____
(Name)	(Title)
_____	_____
(Name)	(Title)
_____	_____
(Name)	(Title)
_____	_____
(Signature of Principal or Designee)	(Date)
	(Telephone No.)

Please complete (one copy) of this document and return to your child's school before the meeting.

I will attend the Section 504 Committee meeting, and I acknowledge receipt of the parent(s)/guardian(s) rights.

I will not attend the Section 504 Committee meeting. I acknowledge receipt of the parent(s)/guardian(s) rights.

Student will attend the Section 504 Committee meeting.

If you are unable to attend the meeting at the designated time, but would like to reschedule please contact the school at 406.763.4415. You are welcome to bring any information, including formal or informal test results, work samples, medical records, etc. to the meeting.

A copy of the Parent/Student Rights in Identification, Evaluation and Placement is enclosed.

Meeting Invitation

Mail Parent (2) / Cum File/ /Bldg. 504 File

Section 504 Notice of Conference/Meeting Invitation Purpose

This is form to inform parents of the date, time and location of Section 504 meetings. The 504 coordinator or case manager should talk to the parent first, in person or on the phone, and use the form as written confirmation. Keep a parent contact log documenting date, time and summary of phone calls, and print out email for file if the email is used to inform parent of meeting date, time and location.

Directions

- Enter date of notice and demographic information for student and meeting information.
- Indicate the purpose of the meeting by checking the appropriate box or boxes.
- Indicate invited attendees with associated title/role.
- Include a copy of the Section 504 Parent Rights in Identification, Evaluation and Placement.
- The remaining information is to be completed by the parent. Parent cannot be required to return the form before a meeting is held. If the parent has verbally or otherwise in writing indicated he or she will attend the meeting, that is sufficient. If parent indicates he or she will not attend, attempts should be made to ascertain the reasons. If the parent refuses to attend, this should be documented and the meeting can proceed. If parent does not specifically refuse to attend, attempts should be made to reschedule the meeting.
- Keep a copy of the meeting notice in the student's file.

Parent Permission for Evaluation 504

Student's Name: _____

Birth Date: _____ Grade: _____

School: _____

A referral for a Section 504 educational evaluation has been requested in order to determine the cause, extent or possible remediation for a suspected disability. The reasons for this referral are documented on Referral to Student Assistance Team and/or Parent Referral to Student Assistance Team. The purpose of the referral is to determine whether your child is eligible for services under Section 504 of the Rehabilitation Act of 1973. Gallatin Gateway School seeks your consent to conduct assessments as designated below to assist with the determination of whether your child has a disability under Section 504 and needs a 504 Accommodation Plan. If there has been a previous determination that your child has a disability under Section 504, your consent for a re-evaluation as designated below is requested.

Proposed personnel/assessment/techniques: The following personnel will conduct the evaluation:

The assessment areas may include:

Aptitude	Achievement	Emotional	Behavioral
Physical	Communication		
Other (list)			

The evaluation techniques may include:

- Classroom Observations
- Individual Tests (including intelligence or personality)
- Interviews
- Rating Scales
- Review of Records
- Other (list)

PERMISSION:

A 504 conference will be held to discuss the results of the evaluation and any educational program recommendations. You have the right to consent or deny permission I understand the

reasons for the referral and the description of the evaluation process and have checked the appropriate area below.

Permission is given for the educational evaluation.

Permission is denied.

I have received a copy of the Notice of Parent/Student Rights.

Parent/Guardian Signature

Phone Contact

Date Please

contact

at

if you have any questions.

FOR SCHOOL USE ONLY

Date form is received by the school's representative / /

School representative signature:

Make copies for: school, parent, school counselor, 504 Coordinator. Place copy in Student's file.

Notice and Consent to Evaluation under Section 504

Purpose

This form is used to document notice of an evaluation under Section 504 and parent consent or refusal. The parent must consent to an evaluation before an eligibility determination can occur.

Directions

- Demographics:
 - Student's name
 - Student's Birthdate
 - Student's school
 - Grade Level
- Referral and Evaluation Information
 - List those staff members who may be involved in the evaluation, including performing individual assessments if appropriate. The case manager and classroom teacher should be included. If the issue is a medical issue, consider adding the school nurse.
 - Check the areas that will be assessed based upon the referral and student needs.
 - Check the types of assessments that will be used based upon the referral and student needs.
- Parent Consent
 - Explain to parents that consent is voluntary. Ask parents if they have any questions about the assessment procedures. Ask parents to check whether they are giving consent or denying consent.
 - Ask parents to sign, date and provide phone numbers.
 - Write in 504 case manager or 504 coordinator, as appropriate as contact person, with phone number.
 - Enclose copy of Section 504 Notice of Parent/Student Rights and give copy of signed document to the parents. Ask parents to acknowledge receipt of these rights on the form.
 - Keep copy in the student's cumulative file.

504 Eligibility Determination

Student's Name:	Grade:	Date of Birth:
Parent:	Date of Meeting:	
School:	School Contact Person:	Position:

Eligibility Team Members: (fill in names and check whether knowledgeable about the :)			
Team Member	Child	ng of Evaluation Data	Accommodations/Placement Options

Educational History and Present Educational Placement Status:

Sources reviewed for evaluation. (Sources can include, but are not limited to, teacher input, student work samples, report card, home and health history, curriculum-based assessments, state test results, discipline history, cognitive assessments, and parent information. Medical reports are not required if provided should include either a psychological or physician's report)

Source:	Date:

Results of Assessments:

Present Learning and Education Performance Description:	
Current Classes and Grades:	
School Attendance (describe):	
Other relevant information:	

1. Does the student have a physical or mental impairment? Yes _____ No If so, describe the physical or mental impairment:

2. Is the impairment:

Temporary	Episodic	Intermittent	In remission
-----------	----------	--------------	--------------

If so, describe frequency, intensity, and expected duration of impairment:

3. In terms of frequency, intensity, and duration, does the impairment, when in an active state, substantially limit* a major life activity when compared to how the average, non-disabled student performs the activity?

Yes _____ No _____

If so, describe how the activity/ies is/are substantially limited:

*The term "substantially limit" means that the student is: unable to perform a major life activity that the average student of approximately the same age can perform

OR restricted as to the condition, manner or duration under which a particular life activity is performed as compared to the average student of approximately the same age.

4. Check the major life activity that is affected by the impairment:

Seeing	Hearing	Caring for One's Self	Breathing
Walking	Learning	Performing Manual Tasks	Working
Thinking	Concentrating	Reading	Speaking

Major bodily function (specify):

Other (specify):

6. The 504 Team determines that the student is:
 Eligible for 504 _____ Not Eligible for 504 _____

6. Does the student need accommodations, services, or supports to access the benefits of public education at a level similar to the average student?

Yes (complete a 504 Accommodation Plan)

No Explain:

The parent/guardian has received a copy of the eligibility notice and a copy of the Parents' Rights Notice.

Signatures: _____ Date: _____

Section 504 Eligibility Determination Report

Directions

- Demographics (may be completed before the meeting)
 - Enter student name, date of birth, current grade assignment, parent, date of 504 team meeting, school, school contact person, and position of contact person.
- Eligibility Team Members. For each participant indicate *all* areas of knowledge relative to this meeting: Knowledge of the student, of the evaluation data, and knowledge about accommodations/placement options. The team needs to include membership that represents each area of knowledge. Each participant may have one or more area of knowledge relative to this student. When a parent is participating, the parent may identify the areas of knowledge the parent believes he or she brings to the meeting.
- Educational history and present educational placement status (may be completed before the meeting)
 - Summarize schools attended and any significant events related to the current disability determination.
 - Include information about any previous 504 or IDEA/special education eligibility (and duration).
 - Include current educational placement and what prompted 504 considerations at this time.
- Sources of Evaluation information (include date and descriptor)
 - List all sources of information considered (may be completed before meeting, but add any additional sources provided at the meeting).
- Results of Assessments:
 - Summarize relevant results. (May be completed before the meeting.)
- Present learning and education performance description: (may be completed before the meeting)
 - Current classes and grades: list or attach (if attached, write in “see attached”)
 - School attendance: summarize
 - Other relevant information: Add as appropriate. May be left blank or write in “N/A”.
- Team determinations
 - Does student have a physical or mental impairment under Section 504?
- A DSM diagnosis or medical diagnosis will be considered an impairment under Section 504.
- In some situations, a school team may identify a condition that is consistent with a physical or mental impairment under Section 504 without an actual diagnosis. School staff should not “diagnose” but may identify “behaviors consistent with...”
 - Identify if the student’s impairment is temporary, episodic, intermittent, or in remission. Temporary impairments do not generally make a student eligible for services under Section 504 unless the impairment (or effects thereof) are anticipated to last longer than 3 months. Episodic, intermittent, or impairments in remission need to be analyzed in their active state.
 - If the impairment is temporary, episodic, intermittent, or in remission, describe the frequency, intensity, and expected duration of the impairment.
 - Does the student’s impairment substantially limit one or more major life activities (when an impairment is in its active state)?
- If yes, check appropriate box.
- A substantial limitation means that the person is restricted as to the conditions, manner or

duration in performing the major life activity as compared to an average student.

- For the purposes of determining whether a student's impairment substantially limits a major life activity, do not consider mitigating circumstances (such as medication, assistive devices, previous interventions, health plans) except regular eyeglasses or contact lenses.
- If yes, describe how the activity is substantially limited.
- Mitigating measures, aside from prescribed glasses or contact lenses, cannot be considered for purposes of determining eligibility.
- Identify the major life activity(ies) affected by the impairment. Check all that apply.
- Identify whether the team determines whether the student is eligible for 504.
- If the student is eligible, the team needs to discuss whether the student requires accommodations, services, or supports in the form of a Section 504 Accommodation plan.
- Mitigating measures may be considered in determining the need for a Section 504 Accommodation plan. However, the team should consider whether a change in the mitigating measure may necessitate a plan.
- Have team members sign or list participants.

Section 504 Accommodation Plan

Student Name:

Birth Date:

Grade:

School:

Initial Plan

Annual Review

504 Eligibility Determination Date:

Annual Review Date:

Describe the effects of the student's disability on the student's access to education or in the education setting:				
Intervention/Strategy/ Accommodation	Setting*	Implementer	Date	Comments

* The student will be served in the least restrictive environment, which is generally the regular school/general curriculum setting. If not, the reasons are:

The following individuals participated in the development of this plan and acknowledge that the student's parents have received a copy of their Parent Rights Notice:

Date:

Date:

Date:

Date:

Original: Bldg. 504 File

Copies: Student Cum Folder/ /Parent

Section 504 Student Accommodation Plan

Purpose

The purpose of this form is to document: the accommodations, services and supports to be provided for the student; that the decision was made by a knowledgeable team; and, for initial plans, that the parents gave written consent for implementation of the plan.

Directions

- Complete demographic information
- Enter the date of the disability determination (Section 504 Eligibility Determination Report).
- Typically, the anticipated review date is not more than one year after the 504 meeting to develop the 504 plan. A team may decide that a shorter review period is appropriate or, in some circumstances, a longer time period. Teams should be cautious about extending the review period longer than one year.
- Be specific when describing the effect of the disability on access to the educational program. Each statement should be based on assessment findings.
- Be specific about the necessary accommodations/interventions/supports. Be specific about the setting, staff member(s) responsible for implementing the plan, applicable dates (which would include any interim accommodations), and any other comments.
- The educational placement should be in the least restrictive (most typical) setting where the student can access his or her education given the student's individual needs. A student should be removed from a regular educational environment only "when it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily." If the student only requires the accommodation, intervention, or support in a particular setting, be specific about all settings. Make sure to consider all relevant school settings, including transportation and participation in activities and athletics and field trips, regardless of whether it occurs on or off school property.
- Enter names or signatures for team participants.
- OCR has interpreted Section 504 to require parent consent for initial provision of services under Section 504.

Manifestation Determination

Student's Name: _____
 Birth Date: _____ Grade: _____
 School: _____
 Meeting Date: _____

1. Behavior subject to disciplinary action:	
2. Student's disability (504):	
3. Consideration of all relevant student information, including: Check appropriate boxes	
Evaluation and diagnostic results Observations of the student All relevant information in the student's file	Relevant information provided by the parent Current 504 plan and placement Other:

For each statement answer "Yes" or "No" and explain.	Check the appropriate box
The conduct in question was the direct result of the district's failure to implement the student's 504 plan. Explain:	Yes No
The conduct in question was caused by or had a direct and substantial relationship to the student's disability(ies). Explain	Yes No

Yes	The conduct/behavior is a manifestation of the student's disability. Check "yes" if at least one answer to the above questions is Yes.
No	The conduct/behavior is not a manifestation of the student's disability. Check "no" if both answers to the above questions are No.

Date: / /
 Date: / /
 Date: / /
 Date: / /
 Date: / /
 Date: / /

FOR SCHOOL USE ONLY

Date form is received by the school's representative / /

School representative signature:

Make copies for: school, parent, school counselor, 504 Coordinator. Place copy in Student's file.

504 Manifestation Determination Form

Purpose

“504 only” students have similar protections in the discipline context as students with disabilities under the IDEA. The purpose of this form is to document the manifestation determination meeting and decision for “504 only” students.

This form must be used if the school is proposing disciplinary action that would be considered a change in placement. A change in placement includes:

- Disciplinary removals of more than ten consecutive days (an expulsion or other long-term removal); or
- A series of disciplinary removals that adds up to more than ten days and is a “pattern” of removals based on the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the student has been suspended.

A manifestation determination meeting is NOT required if the student is a current user of alcohol or illegal drugs and the disciplinary removal is for a violation involving alcohol or illegal drugs.

Directions

- Enter demographic information.
- Manifestation review:
 - Briefly describe the behavior that prompted the proposed disciplinary action.
 - Enter the student’s mental or physical impairment (e.g. ADHD, diabetes, etc.)
 - Check all appropriate boxes. Team must consider multiple sources of information. Identify any other information not listed in the “other” category.
- Manifestation determination
 - Answer the two questions listed on the form.
 - If the answer to at least one of the questions is “yes”, the behavior is considered to be a manifestation of the student’s disability, and the district may not take the proposed disciplinary action.
 - If the answer to both questions is “not”, the behavior NOT a manifestation of the student’s disability, and the district may take the proposed disciplinary action, as long as the action is not harsher than what would be imposed on a nondisabled student in the same situation.
 - Gather signatures of all meeting participants with date.
 - The school representative must sign and date the bottom of the form under “School Use Only.”
 - Give parents a copy of the form and put copy in student’s student file.

504 Summary of Performance Upon Completion of School

Student Name:

Birth Date:

Grade:

School:

Date of Initial Eligibility:

Date of Last 504 Accommodation Plan:

Date of Last Evaluation:

Graduation Date:

Data Sources: <input type="checkbox"/> 504 Plan <input type="checkbox"/> Attendance <input type="checkbox"/> Teacher Input <input type="checkbox"/> Student Input Discipline <input type="checkbox"/> Grades <input type="checkbox"/> Nurse Records <input type="checkbox"/> Other
Describe the student's impairment(s) and effect(s) on student's access to education:
Summary of Accommodations:
Current Academic Achievement and Performance:
Recommendations for Assisting Student in Post-Secondary Education and/or in the Workplace:

The following individuals participated in completion of this document and acknowledge that the student's parents/adult student have received a copy of their Rights Notice:

504 Coordinator Date:

Parent/Adult Student Date:

Original: Bldg. 504 File
Copies: Student Cum Folder/ Parent/Adult Student
Date modified: 11/3/14

Section 504 Summary of Performance Upon Completion of School

Purpose

The purpose of this form is to document the student's exit from Section 504 due to graduation. A meeting should be held prior to the student graduation to discuss the student's completion of the Section 504 plan and transition post-school.

Directions

- Complete demographic information
- Enter the date of initial disability determination, date of last Section 504 plan, and date of last 504 evaluation.
- Enter the student's graduation date.
- Check data sources considered when reviewing the student's performance before graduation.
- Briefly describe the student's disability and how that disability impacts the student's access to education.
- Briefly summarize the types of accommodations the student has been provided.
- Identify the student's current level of achievement and performance.
- Describe any recommendations for assisting the student in a post-high school setting, such as post- secondary education or a workplace. The school has no responsibility to provide any transition services under Section 504. The responsibility for any recommendations falls on the student/parents.

Section 504 Revocation of Consent

Student Name:

Birth Date:

Grade: School:

Date:

To the Parent/Guardian of (or Adult Student)

By signing this form, You, the parent/guardian or adult student age 18 or older, hereby revoke consent to the District to the provision of services pursuant to Section 504 and understand and acknowledge the following:

- The District is not required to convene a 504 meeting or develop a 504 Accommodation Plan for you or your child.
- You and your child will no longer be entitled to protections he or she received when identified as a child eligible for 504 services (see attached Parent and Student Rights).
- The District will not be considered to be in violation of the requirements to make a free appropriate public education available to your child because of the failure to provide further 504 Accommodations.
- You may not seek to mediation, impartial due process, or other means to override your decision or other decisions relating to your child’s educational program or placement.
- Your child will be subject to all of the same requirements that apply to general education students, such as academics, statewide and districtwide assessments, extracurricular activities, graduation requirements, discipline, and all other general education requirements.
- The District will not provide 504 Accommodations to your child upon receipt of this revocation.
- The District is not required to amend your child’s records to remove any reference to your child’s receipt of 504 Accommodations because of revocation of consent.

504 Coordinator

Date:

Parent Revocation: I REVOKE my consent for my child to continue to receive Section 504 Services and Accommodations.

Date: _____

Parent/Guardian

Original: Bldg. 504 File
Copies: Student Cum Folder/ /Parent

Section 504 Revocation of Consent

Purpose

The purpose of this form is to document a parent's or adult student's revocation of consent for Section 504 services. The parent must sign this to revoke consent. If the parent does not sign the form and the student has been identified as eligible for services under Section 504, the student remains eligible and remains entitled to accommodations. Even if the parent or adult student verbally indicates a revocation, the student's 504 plan must be implemented until the signed revocation is received.

Directions

- Complete demographic information
- The District 504 Coordinator, building principal, or building 504 coordinator must sign and date the form.
- The form provides the parent or adult student notice of the consequences of the revocation. It is recommended that a 504 coordinator or building principal communicate with the parent or adult student to ensure that there is understanding of the effect of signing the form and to ascertain whether there are any questions.
- In addition to providing the form to the parent or adult student, a copy of the Parent/Student Rights and Procedural Safeguards must be provided to the parent or adult student.
- Maintain a copy of the form signed by the school official in the building 504 file and the student's cum file.
- If the parent or adult student returns the signed form revoking consent, place a copy of the signed revocation in the student's building 504 file and cum file. Stop implementing the student's 504 plan.

If the parent or adult student revokes consent, the student is no longer protected by any Section 504 requirements, including any disciplinary protections. This means that the student is disciplined in the same manner as a nondisabled student and is not entitled to a manifestation determination before any disciplinary removal longer than 10 days is implemented.

However, if the parent or adult student later requests accommodations or an evaluation, the school must evaluate the student for eligibility for Section 504 in the same manner as it would conduct an initial evaluation.

Gallatin Gateway School **Athletic Handbook**



Grades K-8

Updated: June 2023

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Philosophy of Gateway Athletics

Our belief is that athletics constitute a part of a balanced education and can be a training ground for a student's maturation process. Participation in athletics will allow for an experience in the joy and excitement of team involvement, and satisfaction on intense effort, and the motivating influence of goal setting. Our teams will have unity and be concerned about each other just as family. We believe our athletes should be role models for other students, self-disciplined and exert self-control. Our athletes will be given the opportunity every day to build character by performing the task at hand; develop a determination to succeed not only on the scoreboard, but also in a steady progression of their own abilities.

Sports Offered

The goal for our students is to promote participation, therefore there are no tryouts, and everyone can participate. Team sport members will be given substantial participation time – meaning equal participation in practice and a reasonable amount of playing time in actual game situations. Players will be organized in teams respective to their grade levels. Often combined grades will form a team. For example, fifth and six graders will be a team; seventh and graders will be a team. Schedules and tournaments for team sports are coordinated by the Athletic Director and involve playing both home and away games. The individual sports of wrestling and track will have matches and meets at away locations.

Health benefits for all the sports listed below include physical exercise, social interactions and sportsmanship.

Girls Volleyball

All girls in grades 5 through 8 are eligible to play volleyball. The season starts in early September and continues into October. Volleyball improves muscle strength and tone, improves hand and eye coordination, reflexes, and balance.

Girls Basketball

All girls in grades 5 through 8 are eligible to play basketball. The season starts in November and continues into December. Basketball improves motor skills, agility and endurance. Cardiovascular health is a prime benefit.

Boys Basketball

All boys in grades 5 through 8 are eligible to play basketball. The season starts in January and continues into February. Boys basketball will also include strength training, development of concentration and self-discipline.

Cheerleading

All students in grades 5 through 8 can join the cheerleading squad. Cheerleaders attend all home boys' basketball games. They are to motivate fans, students and parents to support the team with enthusiasm. Cheerleading improves coordination, flexibility and builds relationships with fellow team members.

Wrestling

All students in grades K through 6 are eligible to participate in wrestling. Students are divided by age and weight to wrestle during competitions. Wrestling is an individual sport which requires support of other team members, parents and friends. The activity helps teach discipline, self-confidence and inner strength to overcome obstacles. The team wrestles in tournaments throughout southwest Montana. The season starts in February and continues into March.

Track and Field

All students in grades 5 through 8 are eligible to participate in track and field. Track and Field is a great way to improve overall health and fitness, the most prominent being strength training and aerobic. Track meets are held throughout Gallatin Valley and surrounding area. Athletes can compete in several different events as individuals and in small teams. The season starts in March and continues to mid-May and is weather dependent.

Acknowledgement of Risks

Gateway will provide properly trained coaches, safe equipment and facilities and make reasonable efforts for everyone to be safe. Nevertheless, because activities can involve injury to the participants, you must be warned of dangers to make an informed decision as to whether to have your child participate in a respective activity. It is the responsibility of the parent or guardian to learn and understand the risks involved and to inquire from coaches, physicians and other knowledgeable persons about concerns you may have. Concussions can happen in any sport and is explained in this handbook.

- Volleyball: Injuries to hands, feet, ankles and other body parts can result from contact with the ball, players, playing surface and other solid objects in and around the court.
- Basketball is a sport involving contact – which involves risk of injury. Common injuries include ankle, knee, back, head and leg injuries. Bruises, muscle strains, and cramps are also possible.
- Cheerleading involves running, jumping and flipping. While ankle sprains are most common, injuries to knees, wrists, neck and back are possible.
- Wrestling involves take-downs, sparring and hard landings. Common injuries may occur especially to ligaments and knee.
- Track and Field is a sport involving sprinting, running, throwing and jumping. Common are muscle and tendon issues, shin splints and hamstring pull. Weather conditions may also cause colds, flu and respiratory problems.

Expectations, Eligibility Policies and Guidelines

Enrollment Criteria

Athletes enrolled academically full and/or part time are eligible to participate in all sports.

Athletes in the Gallatin Gateway School (GGS) district but not actively enrolled in the school can join a team by writing a letter to the Superintendent stating his/her reasons for wanting to join a team. This request must be made *at least seven days prior* to any regular school board meeting. The board shall make the final decision on the acceptance of the student.

All students outside the district who are not academically enrolled are not eligible to participate in any sports.

Joining a Team

All student participants should plan to start practice on the scheduled first day of practice. No student will be allowed to join a team after the first two weeks of the season unless they obtain prior approval from the Athletic Director and/or Superintendent.

Attendance Policy

It is the belief of Gallatin Gateway School that school attendance is extremely important, and absences should be kept to a minimum. In order to participate in sports, students must be in class for all classes the entire day in order to participate in a scheduled activity that same day. Exceptions are made for medical appointments accompanied by a doctor note or family emergencies as communicated by a parent or guardian. Athletes are to inform coaches when practices must be missed.

Commented [K1]: Review

Academic Requirements

All athletes are considered students first and their responsibility as a student takes precedence over their athletic involvement. The Superintendent has the discretion to retain a student from games and/or practices if she/he has not completed assigned work, or if her/his behavior reflects disrespect or dishonesty. Athletes must recognize that participation in athletics is a privilege and the athletic director and teachers expect all athletes to be model students in and out of the classroom.

Commented [K2]: Review

All students must have a "C" or better to participate in athletics. Any student athlete who has D's or F's will be on probation until grades have improved. While a student is on probation, students will be required to attend Learning Lab until their grades improve or their homework is completed. Students will be ineligible for competition. Daily grades can be checked online, www.gallatingatewayschool.com and/or teachers can be contacted directly by calling 406-763-4415. Students may provide a signed document from the classroom teacher indicating improvement in grades/completion of assignments.

Participation Fee

Participation fees for athletes are \$100 per sport. Fees must be paid before a student is eligible to participate in an activity. Fees are used to pay coaches, referees, tournament fees and other related costs to the sport. Fees will be refunded for a student who decides not to participate prior to the start of the season. Once a student begins a program however, fees will not be refunded. If financial circumstances make it difficult to have your son or daughter participate, please request a sports scholarship form from the school administration office. In addition, Booster Club Volunteers who act as Team Managers, fees may be able to be waived per activity.

Scholarship Form

Parents may complete the athletic scholarship form to assist with fees experienced through athletics. Parent must complete the free and reduces lunch application to submit the form. The form is at the end of this packet.

Uniform Responsibility

All athletes must wear school issued owned uniforms when participating in games. Uniforms are bought and paid for through donations and fees paid to Boosters. They should be used solely for the purpose of sports play related to Gateway school events. Lost uniforms are subject to replacement fee. No athlete can compete in another sport until the uniform from a previous activity is returned. Late fines can be levied for late returns.

Chemical Use

Confirmed student use or possession of alcohol or any non-prescription substance defined by law as a drug or confirmed use or possession of any tobacco product will result in ineligibility. District handbook rules apply. Possible suspension or removal from the team or sport may result.

Harassment

All student athletes are under the district handbook policy for harassment, hazing, intimidation, bullying and/or menacing. Any violation will result in reduced playing time or suspension from the team as determined by the Superintendent, Athletic Director and Coach.

Cellphone and other Electronic Devices

At no time shall any student operate a cell phone or other electronic device with photo, audio or video capabilities in a locker room, bathroom, or any other location where such operation may violate the privacy right of another person. No comments or pictures deemed inappropriate by the Superintendent and/or Athletic Director may be posted on social networking sites on the Internet and violations can put athletic participation in jeopardy.

In-School Suspensions

Any member of an athletic team who has in-school suspension will automatically be ineligible to play in competition. The Superintendent, Athletic Director and Coach will jointly make the final decision regarding reinstatement.

Coaches Rules

Coaches/Supervisors of extra-curricular activities may establish, publish and enforce additional activity participation guidelines and training rules that must be followed by a student if he/she wishes to participate in that activity.

Conflict Resolutions

It is Gateway's intention to provide a positive experience for your son or daughter in athletics. If there is a concern you have and wish to discuss the situation, the following procedure will be followed. Please give yourself time to understand your concern before approaching a coach. Attempting to confront a coach before, during, or immediately after a game or practice is unacceptable. A "cool off" time of 24 hours is requested.

In resolving a conflict with coaches, the following steps of communication will be followed:

- Player and Coach
- Player & Parent – Coach
- Player & Parent – Coach & Athletic Director
- Player & Parent – Superintendent

If you are not satisfied with your student athlete and coaches' conversation, call the coach to set up a face-to-face meeting.

If the concern is not satisfactorily resolved after meeting with the coach, the athletic director will be involved in the discussion. The athletic director will investigate the concern through discussion with the coach and will observe practice or game situations if it relates to the concern. The athletic director will document the results of the investigation and subsequent action(s) to be taken to resolve the conflict. If the formal complaint is not satisfactorily resolved by the athletic director, the athlete and/or parent may appeal in a face-to face meeting with the Superintendent, who will meet with the parties involved in a further attempt to resolve the situation.

If the complaint is not satisfactorily resolved at this level, the conflict may be presented to the school board in a formal written correspondence.

Booster Club Invitation

The Booster Club is a great way to be positively involved in your child's activities. The club is a volunteer community/parent member board that is formed to help raise funds for Gateway School athletics. The Booster Club is a 501(c) and all donations are tax deductible. Funds are raised from community businesses for game promotions and advertisements, and by memberships. The Booster

Club meets quarterly. The district via the Athletic Director submits their list of needs that the school does not fund. The Booster Club votes on which requests to fund. The Booster Club also hears requests and participates in discussion related to capital improvements for various fields, courts, equipment, etc.

Booster Club members also may volunteer to help the Athletic Director and Coaches as “Team Managers” with various tasks such as assigning uniforms, game/scoreboard bookkeeping and administration handbook checks. With a minimum of eight (8) hours of volunteer work within one sport, participation fees will be waived. The maximum number of volunteers eligible as team managers will be determined by the Athletic Director and Superintendent based on financial need, skill qualifications and first to volunteer.

Concussion Information

Because of the passage of the Dylan Steigers’ Protection of Youth Athletes Act, schools are required to distribute information sheets for the purpose of informing and educating student-athletes and their parents of the nature and risk of concussion and head injury to student athletes, including the risks of continuing to play after concussion or head injury. Montana law requires that each year, before beginning practice for an organized activity, a student-athlete and the student-athlete’s parent(s)/legal guardian(s) must be given an information sheet, and both parties must sign and return a form acknowledging receipt of the information to an official designated by the school or school district prior to the student-athletes participation during the designated school year. The law further states that a student-athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be removed from play at the time of injury and may not return to play until the student-athlete has received a written clearance from a licensed health care provider.

Be Prepared

A concussion is a type of traumatic brain injury, or TBI, caused by a bump, blow, or jolt to the head that can change the way your brain normally works. Concussions can also occur from a blow to the body that causes the head to move rapidly back and forth. Even a “ding,” “getting your bell rung,” or what seems to be mild bump or blow to the head can be serious. Concussions can occur in any sport or recreation activity. So, all coaches, parents, and athletes need to learn concussion signs and symptoms and what to do if a concussion occurs.

SIGNS AND SYMPTOMS OF A CONCUSSION

SIGNS OBSERVED BY PARENTS OR GUARDIANS	SYMPTOMS REPORTED BY YOUR CHILD OR TEEN	
<ul style="list-style-type: none"> •Appears dazed or stunned •Is confused about events •Answers questions slowly •Repeats questions •Can’t recall events prior to the hit, bump, or fall •Can’t recall events after the hit, bump, or fall •Loses consciousness (even briefly) •Shows behavior or personality changes •Forgets class schedule or assignments 	<p><u>Thinking/Remembering:</u></p> <ul style="list-style-type: none"> •Difficulty thinking clearly •Difficulty concentrating or remembering •Feeling more slowed down •Feeling sluggish, hazy, foggy, or groggy <p><u>Physical:</u></p> <ul style="list-style-type: none"> •Headache or “pressure” in head •Nausea or vomiting •Balance problems or dizziness •Fatigue or feeling tired •Blurry or double vision •Sensitivity to light or noise •Numbness or tingling •Does not “feel right” 	<p><u>Emotional:</u></p> <ul style="list-style-type: none"> •Irritable •Sad •More emotional than usual •Nervous <p><u>Sleep*:</u></p> <ul style="list-style-type: none"> •Drowsy •Sleeps less than usual •Sleeps more than usual •Has trouble falling asleep <p><i>*Only ask about sleep symptoms if the injury occurred on a prior day.</i></p>



A Fact Sheet for **ATHLETES**

WHAT IS A CONCUSSION?

A concussion is a brain injury that:

- Is caused by a bump or blow to the head
- Can change the way your brain normally works
- Can occur during practices or games in any sport
- Can happen even if you haven't been knocked out
- Can be serious even if you've just been "dinged"

WHAT ARE THE SYMPTOMS OF A CONCUSSION?

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Bothered by light
- Bothered by noise
- Feeling sluggish, hazy, foggy, or groggy
- Difficulty paying attention
- Memory problems
- Confusion
- Does not "feel right"

WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

- **Tell your coaches and your parents.** Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach if one of your teammates might have a concussion.

- **Get a medical checkup.** A doctor or health care professional can tell you if you have a concussion and when you are OK to return to play.
- **Give yourself time to get better.** If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a second concussion. Second or later concussions can cause damage to your brain. It is important to rest until you get approval from a doctor or health care professional to return to play.

HOW CAN I PREVENT A CONCUSSION?

Every sport is different, but there are steps you can take to protect yourself.

- Follow your coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.
- Use the proper sports equipment, including personal protective equipment (such as helmets, padding, shin guards, and eye and mouth guards). In order for equipment to protect you, it must be:

- > The right equipment for the game, position, or activity
- > Worn correctly and fit well
- > Used every time you play

Remember, when in doubt, sit them out!

Links to Other Resources:

- CDC – Concussion in Sports
 - <http://www.cdc.gov/concussion/sports/index.html>
- National Federation of State High School Association/ Concussion in Sports
 - www.nfhslearn.com
- Montana High School Association – Sports Medicine Page
 - <http://www.mhsa.org/SportsMedicine/SportsMed.htm>



A Fact Sheet for PARENTS

WHAT IS A CONCUSSION?

A concussion is a brain injury. Concussions are caused by a bump or blow to the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious.

You can’t see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

Signs Observed by Parents or Guardians

If your child has experienced a bump or blow to the head during a game or practice, look for any of the following signs and symptoms of a concussion:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily • Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can’t recall events prior to hit or fall
- Can’t recall events after hit or fall

Symptoms Reported by Athlete

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion

HOW CAN YOU HELP YOUR CHILD PREVENT A CONCUSSION?

Every sport is different, but there are steps your children can take to protect themselves from concussion.

- Ensure that they follow their coach’s rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.
- Make sure they wear the right protective equipment for their activity (such as helmets, padding, shin guards, and eye and mouth guards). Protective equipment should fit properly, be well maintained, and be worn consistently and correctly.
- Learn the signs and symptoms of a concussion.

WHAT SHOULD YOU DO IF YOU THINK YOUR CHILD HAS A CONCUSSION?

1. Seek medical attention right away. A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to sports.

2. Keep your child out of play. Concussions take time to heal. Don’t let your child return to play until a health care professional says it’s OK. Children who return to play too soon—while the brain is still healing—risk a greater chance of having a second concussion. Second or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.

3. Tell your child’s coach about any recent concussion. Coaches should know if your child had a recent concussion in ANY sport. Your child’s coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

Gallatin Gateway School District Student/Parent Pledge

Student Pledge: As a student participating in extracurricular activities, I am a role model. I will refrain from engaging in all types of disrespectful behavior, including inappropriate language, taunting, trash talking, and unnecessary physical contact. I know the district, conference, and state expectations; and I accept the responsibility and privilege of representing this school and community as a student.

Student Code of Conduct

- I will strive for academic excellence and remain in good academic standing
- I will arrive on time for all practices, meetings, and contests
- I will show respect for authority, other athletes, and students
- I will conduct myself in a manner that fosters an environment free from intimidation, harassment, discrimination, and bullying, including cyberbullying
- I will set a good example in school and within the community
- I will refrain from the use of any tobacco products or alcoholic beverages
- I will refrain from the use of performance enhancing or mind-altering drugs
- I will comply with all school/team rules and policies
- I will demonstrate and encourage good sportsmanship on and off the playing field
- I will report any injury to the coach

Parent Pledge: As a parent, I acknowledge that I am a role model. I will remember that school activities are an extension of the classroom, offering learning experiences for the students. I must show respect for all players, coaches, spectators, and support groups. I understand the spirit of fair play and good sportsmanship is expected by our district, conference, and state. I accept my responsibility to be a model of good sportsmanship that comes with being the parent of a student.

Parent Code of Conduct

- I will cheer in a positive manner and display appropriate game behavior
- I will focus on the performance and effort of the student athlete, not on outcome. Winning or losing does not define success
- I will never approach a coach, athlete, referee or school official regarding a ruling on the field of play, directly after or during the contest.
- I will encourage my child to talk with the coaches. If I have a concern about my child, I will discuss my concerns with the coach only after my child has expressed this same concern with the coach, at an appropriate time, not directly after or during a contest.
- I will avoid making derogatory remarks while in a public place and support the program while in the presence of my athlete and other fans.
- I will supervise my other children at all times at home and away games.

The above is the Gallatin Gateway School District Activities Pledge, we ask that you and your child abide by this Pledge during his or her participation in any District activity. By signing this, I agree to abide by the Pledge, and accept any consequences for violating the Pledge.

Pre-Participation Requirements

The following forms and fees must be completed and turned in the school secretary before participation can take place.

Medical Insurance Requirement

INSURANCE-The Gateway School District #35 DOES NOT provide medical insurance benefits for students who choose to participate in the interscholastic and/or intramural program. Medical insurance must be provided for the student to participate. For those students who have no medical insurance, the school district can provide information on affordable and seasonal insurance from (SMIC) Special Markets Insurance Consultants.

Physical Evaluation

All students participating in an interscholastic sport are required to have a yearly physical examination by a certified licensed medical professional. This is a MHSa requirement and GGS requires written proof before your son or daughter can compete in any practices. Standard MHSa issued physical forms must be used and are available from the Athletic Director or school office. The school will provide one annual opportunity for students to receive a physical examination at no charge from the school nurse.

Student Transportation Liability Release Form

Parents and participants must arrange their own transportation to and from games, as buses are not provided. This allows your student to ride with approved drivers to athletic events.

Parent and Student Pledge

Concussion Statement

Volunteer Auto Insurance Request Form

Background Check for Parent Volunteer Drivers

Athletic Registration

Both parents or legal guardians must sign this form. If only one parent/guardian is living or has sole custody, then only that person needs to sign. The signing parent/guardian, however, is obligated to notify any non-custodial parent/guardian of the contents of this document.

Pay Athletic Fees

Handbook Receipt Acknowledgement

ACKNOWLEDGEMENT OF RECEIPT AND READING OF THE ATHLETIC AND ACTIVITIES HANDBOOK AND ALL REQUIRED FORMS (Concussion, Medical Insurance, Physical, Transportation, and Pledge forms)

We have read this Athletic Handbook and are familiar with its contents. We understand that it is our responsibility to follow the guidelines set for athletic success. Both parents/guardians are required to sign this form. If only one parent/guardian is living or has sole custody, then only that person need sign. The signing parent/guardian, however, is obligated to notify the non-custodial parent/guardian of the contents of this acknowledgement. One parent/guardian must sign this form in the MAIN OFFICE with a school district representative present.

Parent/Guardian Name (PRINT) _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (PRINT) _____

Parent/Guardian Signature: _____ Date: _____

Athletic Scholarship Application

School Year: _____ Sport: _____

Athlete Name: _____

Athlete Grade: _____

Scholarships are available on a need basis. Please provide a brief description of why your athlete would be a good candidate for an athletic scholarship.

Are you able to put any money towards the athletic fee? _____
If yes, how much? _____

If a scholarship is granted, we ask that you as the athlete's guardian, sign up for at least four shifts of working the score table to help offset the scholarship cost. The athletic director will assist you with scheduling.

Parent Name: _____

Parent Signature: _____ Date: _____

Office Use Only

Date Received: _____

Application for FRL Completed: _____

Decision: Approved/Denied

Parent Notified: Yes/No

Scholarship Amount: \$ _____

Signed up for score table: Yes/No

Dates: _____

Gallatin Gateway School District



MTSS Behavior Guide

May 2024

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Introduction

This guide provides us with ideas, strategies, and information about providing guidance to our students in a positive and helpful manner to assist them in growing to be young adults.

Guidelines for Student Success and Schoolwide Expectations

Character Strong supports our mission in growing successful students who focus on living the GATOR Way. The GATOR Way is the group of values we believe in and practice as Gators. It's really an honor to be a Gator. Practicing our Gator values makes Gateway School a safe place to learn and to make friends and to grow and to belong—for all of us, including those new to Gateway School. Within the title, GATOR is an acronym whose letters stand for character traits highly valued by the Gateway community, traits which promote success not just in school, but in life itself. The acronym translates as follows:

G = Generosity and kindness

A = Academic effort and achievement

T = Tolerance and teamwork

O = Organization and self-discipline

R = Respect and responsibility

Discipline Philosophy

A major goal of the staff at Gallatin Gateway School is to establish a safe, secure, and positive atmosphere throughout the school in which all children are given an opportunity to learn and develop as individuals. The general rules of the school exist to prevent injury, protect the rights of students and staff members, and promote a positive learning atmosphere. The fundamental right of every teacher is the right to teach. The fundamental right of every student is the right to learn. Behavior that interferes with either of these rights is unnecessary and unacceptable.

Gallatin Gateway School Staff believes that children learn best when they feel themselves to be part of a safe, understanding, and secure community. Our staff commits itself to the development of a safe, interactive learning environment that promotes respect, responsibility, and community. Clearly defined expectations of student conduct, meaningful feedback, celebration of successful behavior, and consistent implementation of behavioral guidelines highlight our program. Gallatin Gateway teachers are both compassionate and firm. Each teacher develops expectations, procedures and rules with his/her individual class, which is sent

home. These clearly stated plans teach Gallatin Gateway students to be responsible for their actions. Teachers will notify parents if a child’s behavior becomes disruptive.

It is expected that students be respectful and cooperative with staff members, substitute teachers, volunteers, and other students. There is not a rule for every possible action that violates the rights of others. Any act that disrupts learning, is disrespectful, or causes danger to people or destruction of property is against the rules. In all communications with students, but particularly in disciplinary situations, teachers and staff understand their role in respecting the dignity of students. Children need guidance and discipline as they develop; Gallatin Gateway Staff understands how we give this guidance is crucial. The Gallatin Gateway staff sets the tone through our own actions and attitudes.

Classroom Discipline

Each classroom teacher uses a classroom management plan which is explained to the students. We focus on positive classroom expectations and reinforce those expectations through positive support and feedback. Classroom expectations are developed by our staff. Students are provided instruction on how to meet the expectations through processes and procedures in the school. Students who struggle with meeting the classroom expectations are provided consequences in the classroom. An office referral will take place when behavior in the classroom affects the other students and provides an unsafe learning environment.

Restorative Practices

Restorative practices centers on creating a positive impact for all learners academically, socially, and behaviorally. Traditionally, discipline in schools has been punitive. This is a quick fix for discipline issues and doesn’t teach students how to respond in various situations. Restorative practices provide students with positive methods to deal with their behavior choices and Positive Behavior Intervention Support (POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)) practices reinforce restorative practices.

Traditional versus Restorative Approaches to Discipline

Traditional Approach	Restorative Approach
<ul style="list-style-type: none">• Schools and rules are violated• Justice focuses on establishing guilt• Accountability is defined as punishment• Justice is directed at the offender, the victim is ignored• Rules and intent outweigh the outcome	<ul style="list-style-type: none">• People and relationships are violated• Justice identifies needs and obligations• Accountability is defined as understanding the effects of the offense and repairing any harm.

<ul style="list-style-type: none"> • No opportunity is offered for the offender to express remorse or make amends 	<ul style="list-style-type: none"> • The offender, victim and school all have direct roles in the justice process • Offenders are held responsible for their behavior, repairing any harm they've caused and working towards a positive outcome • Opportunities are offered for offenders to express remorse or make amends.
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Restorative practices use formal and informal practices to build culture and relationships for strong positive behavior. Restorative practices create mutual respect for everyone, a safe learning environment, conflict resolution skills, understanding of consequences, and is student centered, not teacher centered. There are a number of benefits or restorative practices:

- Builds relationships
- Strives to be respectful to all
- Provides the opportunity for equitable dialogue and decision-making
- Involves relevant stakeholders
- Addresses harms, needs, obligations
- Encourages all to take responsibility

There are two tenets of restorative practices – relationships and meaningful instruction. Restorative practices you can use in your classroom include Classroom Circles, Mindfulness exercises, positive phrase anchor charts, a classroom contract, and peer mentoring. Edutopia has information on many of the practices listed at [Restorative Practices | Edutopia](#).

Focus on building relationships within your classroom where students trust and respect you. There are four restorative practices: community-building circles, norm setting, community circles for content, and restorative chats.

- Community-building circles: This practice is great for the beginning of the year, as well as use throughout the year to build a community of learners. This allows the students to get to know one another, as well as the teacher. This practice builds empathy amongst the students and will reduce the negative attacking behaviors that can exist in classrooms.
- Norm setting: This practice is done using the model of a community-building circle but emphasizes the building of classroom norms together. Oftentimes, rules are handed down by authority and are necessary. Through the norm-setting process, students discuss the values (love, kindness, honesty, etc.) that are important to them in a relationship. From there, students take the values and turn them into action statements describing how they could live out those values in the classroom. A list of action statements or norms are created and can then be edited together as a class. What is

awesome about this process is that the norms created are not adult-driven but instead are created as a community and thus has more community buy-in.

- Community circles for content: This again uses the community-circle model for the base of practice. The difference is that rather than simply looking to build community, you can use the circle to present content in a class. It is a great discussion model. I have used it to introduce units and gather feedback about students' background information. The students are able to share openly and yet in an organized fashion, using the talking piece to moderate.
- Restorative chats: Restorative chats are used when students do not meet the norms that were established in the classroom. It can be one on one or can be done with the whole class. It is centered around the following four questions:
 - What happened? - This differs from what did you do and allows students to tell the whole story and feel heard.
 - What were you thinking at the time? - This asks students to go back through the mental process they used when making the decision to act outside of the norms. This is a meta-cognitive practice. It allows for reflection on what thoughts and/or emotions may have led to the behavior.
 - Who or what was harmed? - This question asks the student to be accountable for the idea that their behavior caused harm to someone or something. Students are quick to discover that they have harmed themselves and, oftentimes, see how their behavior has harmed a teacher or classmate. This builds empathy.
 - How do you repair the harm? - This question asks the student to think about how they can make the situation right rather than simply serving a consequence that is not directly connected to the action. Students may offer to apologize or clean up a mess created. Students get to be a part of deciding what happens rather than having a decision made for them.

Teaching Talk: A Practical Guide to Fostering Student Thinking and Conversation Four Strategies for Promoting Restorative Practices by Kara Pranikoff (Heinemann, 2017)

Getting Started

Where should we start? This can be overwhelming, but let's start with a few practices that you are already familiar – listening, affective communication, and curiosity questions. The following is from [Ways to Implement Restorative Practices in the Classroom \(Opinion\) \(edweek.org\)](#).

Listening

In a restorative classroom, there are a couple ways we can demonstrate that we are listening. First is by mirroring their emotions and feelings about a topic. If they are serious when they are telling you something, then be serious as you listen. Second is by demonstrating active listening and paraphrasing. Saying things like, "What I am hearing you say is ..." Third is by being present and validating their feelings. If they are telling you something, make sure you are in the conversation and not planning your grocery list. A big part of being present is validating their

feelings. You can do this by making statements such as, " I understand why you are upset." Or, "I cannot even imagine what you must be feeling, but that you so much for sharing with me."

Affective Communication

Also known as I-messages, these are powerful restorative tools that can be easily used in every classroom. These statements are done to connect the actions of your students to the impact they have on you. Affective statements require teachers to be willing to be honest and share their feelings. Affective statements follow simple formulas that can be used in every affective statement you make, "I feel/felt _____ when you _____." Another example is, "I would like/what I need is _____." The statement frames can be combined or used independently and might look like this, "I felt disappointed when I caught you cheating on the test. " Or, "I felt sad yesterday when I found out you lied to me because I have always trusted you. I need you to trust me enough to be honest with me. " These questions tie the actions of an individual to the effect they had, something students often forget about.

Curiosity Questions

These are genuine questions you would ask someone to learn more about their situation. Imagine a student just does not seem to be having a good day. You can pull them aside and ask some curiosity questions to find out more. Simple questions like, "How are you doing today?" Or, "You seem kind of off today, is everything OK?" These questions help dive into an issue, but curiosity questions can also help resolve a conflict, "How did it make you feel when Tommy hit you?" or "What do you need Tommy to say to you to feel better?" These are just some very surface-level examples, but many more can be found online and in print resources.

Restorative practices are about shifting the mindsets and developing the capacity of stakeholders (students, families, teachers, administrators, receptionists, cafeteria staff, security staff, etc.) so they are invested in the culture and climate of the building and accept responsibility for maintaining a safe, enjoyable, and productive environment for all involved.

Conflict-Resolution Sentence Starters

At the heart of restorative practices is helping students learn how to repair and restore relationships after a conflict, hurt, offense, or fight.

First, start by helping your students understand that conflict is a normal part of life. It's unavoidable. But the existence of conflict doesn't make you a bad person. It just means that you spend time around other people; and when you spend time around other people, there will be occasions where you disagree. Knowing how to effectively handle conflicts is a significant life skill.

The first step is knowing that conflict is normal and cannot be fully avoided as long as you interact with other people. Once we help our students understand this very important idea, helping them develop and refine skills that communicate remorse is a great next step. In other words, teach them the power of an apology. When students know how to sincerely offer and genuinely accept an apology, it serves as the foundation to restore broken relationships.

How to Offer an Apology

- I apologize for ...
- It was my fault that _____ happened. I apologize for letting it happen.
- I realize that....
- I realize that _____ was my fault and I am sorry for making you feel _____.
- I am truly sorry that I did this. I want to make things better. Tell me how I can do that.

How to Accept an Apology

- I accept your apology. Make sure this does not happen again.
- Because I know you will not do this again, I accept your apology.
- I'll accept your apology because....
- Because you know that _____ was wrong, I accept your apology.
- Because you know that _____ hurt me, I can accept your apology

Restorative practices are essential for a community to care for each other and grow together. Our best learning happens when we feel safe and secure. This priority requires attention each day in order to bring together an entire classroom of diverse students.

The tools which enable the students to listen and support each other must be nurtured and practiced each day. Here are some essential ways to develop these habits of mind:

- Have discussion in circle every day: It's said that one way to achieve closeness with others is to eat with them. It's not just the literal nourishment but the connection which is fostered by close physical proximity. The classroom equivalent is to set aside a space where the whole community can gather and face each other in a circle. This creates an area of inclusion where students can share their thoughts and ideas.
- Make space for students to speak and respond to each other independently: Students' ownership of their shared space requires the ability for them to express their thoughts freely. Speaking in partnership or small groups can be woven into every day so that sharing and building ideas, independent of the teacher, is a regular practice.
- Invite the lives of your students into the classroom: Restorative practice honors the full being of each student. For this to happen, students must have the freedom to share what is on their mind. We must embrace the child as a whole, enabling them to express the joys that happen both inside and outside of school, as well as the struggles.
- Begin your day together: Each day we transition from our home space with family to our classroom community. By gathering as a whole class first thing every morning, we make a commitment to welcome our day together. We can set our intentions and get our minds ready for what is coming ahead in our shared learning.

Behavior Expectations

Implementation Plan for Students and Parents

1. Behavioral expectations are defined – Be Respectful, Be Responsible, Be Safe. A small number of clearly defined behavioral expectations are simply stated in positive terms. Each expectation has clearly defined definitions.
2. Behavioral expectations are taught. Behavioral expectations are identified for various settings in each school. The behaviors are taught to all of the students in the school through direct teaching with the help of staff. Lesson plans are included in this plan.
3. Appropriate behaviors are acknowledged. Once appropriate behaviors have been defined and taught, they are acknowledged in various ways on a regular basis. **Examples of reinforcements used are; Caught You Being Good Tickets/Cards, Individual Awards, Student of the Month, Positive Office Referrals, Small Prizes, Assembly Recognition.**
4. Data collection: Office discipline data is collected on school-wide behavior and a team reviews the data regularly to determine when and where the problems are occurring. The committee (Superintendent, Counselor, and Classroom teacher) then brainstorms ways to proactively address the problems and to re-teach and reinforce positive behaviors.
5. Individual support is provided for students not responding to the school-wide system. GGS has a system for developing plans for individual students who may have a difficult time and need more support in a school setting. Teams meet regularly and involve parents as active partners in helping students to succeed.
6. Active support by all stakeholders: The entire school community is needed to be actively involved in order to make the system successful. POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS) is a school-wide system for establishing a positive culture.
7. Follow the MTSS referral for chronic behavior problems.

Areas	Be Respectful	Be Responsible	Be Safe
Classrooms (Computer Lab, Library, Art, Music, PE)	<ul style="list-style-type: none"> ● Use appropriate voice levels, tone, and language ● Listen and follow Instructions ● Raise a quiet hand 	<ul style="list-style-type: none"> ● Give your best effort ● Arrive on time and prepared ● Use technology and materials appropriately ● Keep the area clean 	<ul style="list-style-type: none"> ● Keep hands, feet, and objects to yourself. ● Always walk ● Maintain personal space
Hallways	<ul style="list-style-type: none"> ● Use appropriate voice levels, tone, and language ● Line up quietly before entering a classroom ● Listen to adults 	<ul style="list-style-type: none"> ● Keep the area clean ● Always carry a pass ● Report problems to an adult 	<ul style="list-style-type: none"> ● Keep hands, feet, and objects to yourself. ● Always walk, facing forward ● Stay in the designated area ● Maintain personal space
Outdoor Areas (Courtyard, Playground, Basketball Courts, Fields)	<ul style="list-style-type: none"> ● Use appropriate voice levels, tone, and language ● Listen to adults 	<ul style="list-style-type: none"> ● Keep the area clean ● Report problems/mess to an adult ● Use technology appropriately 	<ul style="list-style-type: none"> ● Keep hands, feet, and objects to yourself ● Always walk on sidewalks and in the courtyard ● Use objects appropriately (tables, benches, etc.) ● Maintain personal space
Cafeteria	<ul style="list-style-type: none"> ● Use appropriate voice levels, tone, and language ● Listen to adults 	<ul style="list-style-type: none"> ● Keep the area clean ● Wait your turn ● Report problems to an adult ● Use technology appropriately 	<ul style="list-style-type: none"> ● Keep hands, feet, and objects to yourself ● Walk only ● Stay in designated areas ● Maintain personal space ● Eat your own food
Restrooms	<ul style="list-style-type: none"> ● Use appropriate voice levels, tone, and language 	<ul style="list-style-type: none"> ● Report problems/mess to an adult ● Go, flush, thoroughly wash, dry, goodbye ● Keep the area clean 	<ul style="list-style-type: none"> ● Keep hands, feet, and objects to yourself. ● Walk only ● Use equipment for intended purposes

			<ul style="list-style-type: none"> ● Maintain personal space
Buses	<ul style="list-style-type: none"> ● Use appropriate voice levels, tone, and language ● Listen to adults ● Follow adult directions ● Use nice words and treat people courteously ● Keep the buses clean and graffiti free 	<ul style="list-style-type: none"> ● Report problems or messes to an adult ● Use technology appropriately ● Keep bus clean and undamaged ● Be on-time ● Follow school and district rules ● Keep all belongings in your backpack 	<ul style="list-style-type: none"> ● Keep hands, feet, and objects to yourself and inside the bus ● Stay seated until the bus stops ● Enter and exit quietly and orderly ● Maintain personal space
Technology	<ul style="list-style-type: none"> ● Use appropriate voice levels, tone, and language ● Listen and follow instructions ● Raise a quiet hand ● Keep your computer muted unless you're speaking 	<ul style="list-style-type: none"> ● Give your best effort ● Check Google Classroom and email frequently ● Arrive on time and prepared ● Communicate with your teachers ● Use devices with care and during designated times 	<ul style="list-style-type: none"> ● Report suspicious activity ● Post school appropriate material ● Use school-approved sites
Assemblies	<ul style="list-style-type: none"> ● Respond quickly to and follow adult/staff directions ● Be quiet and listen when others are talking ● Respond to performances appropriately 	<ul style="list-style-type: none"> ● Give full attention and engage with the presenter ● Arrive on time and prepared 	<ul style="list-style-type: none"> ● Enter and exit in an orderly manner. ● Sit in designated areas ● Keep hands, feet, and objects to yourself. ● Keep food and drink out ● Leave personal items in the classroom or locker unless otherwise

Bathroom

Lesson Plan to Address Behavior Bathroom: Safety	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
The students will demonstrate being safe in the bathroom by: <ul style="list-style-type: none"> • Keeping hands, feet, and object to themselves • Walk only • Use equipment for intended purposes only 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors to create a space where no one will get hurt.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Keeping hands and feet to yourself • Keeping the soap in the sink • Washing hands and drying keeping the area clean and dry • Walking to and from the bathroom 	<ul style="list-style-type: none"> • <i>High fives to friends</i> • <i>Tripping/kicking someone</i> • <i>Putting hands and feet under the stall next to yours</i> • <i>Washing hands and shaking water everywhere</i> • <i>Putting soap everywhere</i> • <i>Running in and out of the bathroom</i> • <i>Flushing inappropriate materials down the toilet</i>
Step 4: Practice/Role Play Activities	
Model expected behavior (I do): Take the students to the bathroom model expectations of walking, how to wash and dry hands, how to greet friends quietly.	
(non-example) Jeremy Runs into the bathroom, throws a bag of Takis into the toilet, fills the sink with toilet paper, smears soap on the walls, and howls. He runs out of the bathroom without washing his hands.	
(example) Alonzo walks into the bathroom, uses the bathroom, washes hands properly, dries hands with the air drier, and walks out.	
Lead students through behavior (We do): Provide students with non-examples. Ask them "What was done incorrectly?" Provide students expectations examples. Ask them, "What was done properly?"	
Test to ensure students understand behavior (You do): Allow students to discuss in small groups or with a partner what they can do to keep the bathrooms clean and safe.	
Step 5: Provide opportunities for practice	

- Allow a few students to model expectations of walking to and from the bathroom as well as how to wash their hands.

Lesson Plan to Address Behavior
Bathroom: Responsible

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Students will demonstrate responsibility in the bathroom by:

- Reporting problems/mess to an adult
- Go, flush, wash, dry, goodbye
- Keeping the area clean

Step 2: List a rationale for teaching the behavior (Why is it important?)

Students need to demonstrate these behaviors to keep the bathroom clean.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> • Students do their business and get out quickly • Flush the toilet with minimal use of toilet paper • Wash hands with soap, and dry them quickly • Report problems with toilets or wash areas to an adult 	<ul style="list-style-type: none"> • <i>Students playing in the restroom</i> • <i>Students putting too much toilet paper in the toilet, clogging it up</i> • <i>Student splashing water on floors and on other people</i> • <i>Hanging out with friends and not going to class</i> • <i>Causing problems in the restroom and not reporting others who are causing problems</i>

Step 4: Practice/Role Play Activities

Model expected behavior (I do):

In the classroom, talk about the appropriate behaviors on the matrix. Explain what they mean and look like. Model the behaviors for the students in the classroom and then at the restroom.

Lead students through behavior (We do):

Take students to the restroom area. Review the expected behaviors. Have some students show others what it looks like when following the matrix.

Test to ensure students understand behavior (You do):

Have a few students demonstrate the behaviors that are expected.

Ask: What should you do when you enter the restroom?

What should you do if a toilet is overflowing or broken?

Show: Show me how to wash and dry your hands.

Show me what you would do if there is a problem in the restroom.

Step 5: Provide opportunities for practice

- Go to the restroom in groups to practice the appropriate behaviors.
- Send small groups to the restrooms with other adults to practice behaviors.
- Give individuals opportunities to demonstrate appropriate behaviors. Point out to students when their behavior is appropriate so all students continue to see good modeling.

Lesson Plan to Address Behavior Bathroom: Respect	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
The students will demonstrate respect by using appropriate voice levels, tone, and language while being in the bathroom.	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors to create a space that is quiet and not disruptive.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> Walk-in quietly. Use polite greetings if someone else is in the bathroom. Do your business and leave quietly. 	<ul style="list-style-type: none"> <i>Run out of class to the bathroom.</i> <i>Yelling and fooling around with a friend in a loud voice.</i> <i>Make a mess and a lot of noise.</i>
Step 4: Practice/Role Play Activities	
Model expected behavior (I do): This lesson can be taught in conjunction with responsibility. Model expectations.	
Lead students through behavior (We do): The teacher provides non-examples and then expectations.	
Test to ensure students understand behavior (You do): Discuss non-examples. Ask "What was done wrong?" Discuss expectations, Ask "What was done correctly?"	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> Allow one or two students to model the expectations. 	
Lesson Plan to Address Behavior Bathroom: Respect	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
The students will demonstrate respect by using appropriate voice levels, tone, and language while being in the bathroom.	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors to create a space that is quiet and not disruptive.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> Walk-in quietly. Use polite greetings if someone else is in the bathroom. Do your business and leave quietly. 	<ul style="list-style-type: none"> <i>Run out of class to the bathroom.</i> <i>Yelling and fooling around with a friend in a loud voice.</i> <i>Make a mess and a lot of noise.</i>

Step 4: Practice/Role Play Activities
Model expected behavior (I do): This lesson can be taught in conjunction with responsibility. Model expectations.
Lead students through behavior (We do): The teacher provides non-examples and then expectations.
Test to ensure students understand behavior (You do): Discuss non-examples. Ask "What was done wrong?" Discuss expectations, Ask "What was done correctly?"
Step 5: Provide opportunities for practice
<ul style="list-style-type: none"> Allow one or two students to model the expectations.

Bus

Lesson Plan to Address Behavior	
Bus: Safe	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Students will demonstrate safety on the bus by: <ul style="list-style-type: none"> Keeping hands, feet, and objects to themselves Staying seated Entering and exiting quietly and orderly 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors to promote a calm and orderly environment where students are not put in danger.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> Keep your hands and feet in your own area Sit seated in your seat for the entire bus ride Walk when you're on the bus Enter one at a time 	<ul style="list-style-type: none"> <i>Touching others or others' belongings</i> <i>Kicking the seats</i> <i>Standing up or changing seats while the bus is in motion</i> <i>Putting your arm or head out the window</i> <i>Running, jumping, or skipping onto or through the bus</i> <i>Trying to enter the bus two or more at a time, crowding the steps or aisle</i>
Step 4: Practice/Role Play Activities	
Model expected behavior (I do):	

<p>Teacher will discuss what being safe on the bus looks like and point out the bus expectations sign hung on the bus and fence/pole area.</p> <p>Verbally walk students through the following examples and non-examples: See skits attached Dane steps carefully onto the bus, stays seated with his hands in his lap, and walks off the bus quietly.</p> <p>Madison rushes onto the bus and to the back, kicks the seat in front of her, sticks her head out the window, and then gets up before the bus stops and rushes to the front to be the first off.</p>	
<p>Lead students through behavior (We do): Model examples and non-examples and prompt students to identify examples and non-examples</p>	
<p>Test to ensure students understand behavior (You do): Students will describe why you should be safe on the bus and give examples of how they can show they're being safe. Provide a personal example of something that you have done recently to be safe on the bus (or on the car ride if they didn't take the bus).</p> <p>Students will demonstrate keeping hands, feet, and objects to themselves, staying seated, and entering and exiting quietly and orderly. Teacher will provide feedback and reinforcement.</p>	
<p>Step 5: Provide opportunities for practice</p> <p>Practice expected behaviors and reinforce in the following areas:</p> <ul style="list-style-type: none"> On the way to the bus 	
<p style="text-align: center;">Lesson Plan to Address Behavior Bus: Responsible</p>	
<p>Step 1: Identify the desired behavior and describe it in observable, measurable terms. Students will demonstrate responsibility on the bus by:</p> <ul style="list-style-type: none"> Reporting problems/messes to an adult Using technology appropriately Cleaning up after themselves 	
<p>Step 2: List a rationale for teaching the behavior (Why is it important?) Students should follow rules and be responsible on the bus to create a pleasant environment where everyone takes value in caring for their community belongings</p>	
<p>Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)</p>	
<p>Examples</p>	<p>Non-examples</p>
<ul style="list-style-type: none"> Report messes, spills, bullying, or damaged equipment immediately to staff Clean up the area around you before getting off the bus 	<ul style="list-style-type: none"> <i>Keeping known problems to yourself</i> <i>Picking at, poking, ripping the seats or other equipment</i>

<ul style="list-style-type: none"> Text or speak quietly on your phone 	<ul style="list-style-type: none"> <i>Graffiti</i> <i>Using phone irresponsibly by...</i> <i>Leaving a mess</i>
Step 4: Practice/Role Play Activities	
<p>Model expected behavior (I do): Teacher will discuss what being responsible on the bus looks like and point out the expectations signs on the bus and fence/pole area.</p> <p>Verbally walk students through the following examples and non-examples: See skits attached Angel texts her mother on her phone, cleans up her area before she gets off and throws the garbage in the wastebasket, and tells the bus driver of a spill that was seen on the floor.</p> <p>Claire draws on the seat, talks loudly on her phone, and leaves food on the seats and floors.</p>	
<p>Lead students through behavior (We do): Model examples and non-examples and prompt students to identify examples and non-examples.</p>	
<p>Test to ensure students understand behavior (You do): Students will describe why you should be responsible on the bus and give examples of how they can show they're being responsible. Provide a personal example of something that you have done recently to be responsible on the bus (or on the car ride if they didn't take the bus).</p> <p>Students will report problems/mess to an adult, use technology appropriately, and keep the bus clean and undamaged. Teacher will provide feedback and reinforcement.</p>	
Step 5: Provide opportunities for practice	
<p>Practice expected behaviors and reinforce in the following areas:</p> <ul style="list-style-type: none"> On the way to the bus 	
<p>Lesson Plan to Address Behavior Bus: Respectful</p>	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
<p>Students will demonstrate respect on the bus by:</p> <ul style="list-style-type: none"> Using appropriate voice levels, tone, and language Listening and responding to adults 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
<p>Students need to demonstrate these behaviors to create a respectful environment where they are calm, orderly, and considerate of others.</p>	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples

<ul style="list-style-type: none"> • Converse quietly with others nearby • Follow the bus driver/ adult directions • Ask permission to open windows and close them before you get off • Reply with “okay” when the bus driver gives you directions 	<ul style="list-style-type: none"> • <i>Screaming/ yelling</i> • <i>Shouting to others who are far away</i> • <i>Arguing with the bus driver or another adult</i> • <i>Ignoring directions given</i> • <i>Opening windows without permission</i>
Step 4: Practice/Role Play Activities	
<p>Model expected behavior (I do): Teacher will discuss what respect on the bus looks like and point out the expectations sign hung on the bus and fence/pole area.</p> <p>Verbally walk students through the following examples and non-examples: See skits attached</p>	
<p>Lead students through behavior (We do): Model examples and non-examples and prompt students to identify examples and non-examples.</p>	
<p>Test to ensure students understand behavior (You do): Students will describe examples of how they can show respect on the bus to the driver as well as other people. Give an example of how you’ve shown respect on the bus recently (or car ride if they didn’t take the bus).</p> <p>Demonstrate using appropriate voice levels, tone, and language; and how to appropriately respond to direction when on the bus.</p>	
Step 5: Provide opportunities for practice	
Practice expected behaviors and reinforce in the following areas:	
<ul style="list-style-type: none"> • On the bus and pick-up/ drop-off area 	

Cafeteria

<p>Lesson Plan to Address Behavior Cafeteria: Responsible</p>
<p>Step 1: List a rationale for teaching the behavior (Why is it important?)</p>
<p>Students need to demonstrate these behaviors in the cafeteria to ensure the environment remains safe, clean, and enjoyable for all.</p>
<p>Step 2: Identify the desired behavior and describe it in observable, measurable terms.</p>
<p>“Today we are going to talk about how we are responsible in the cafeteria.”</p> <ul style="list-style-type: none"> • Keep the area clean • Dispose of trash appropriately

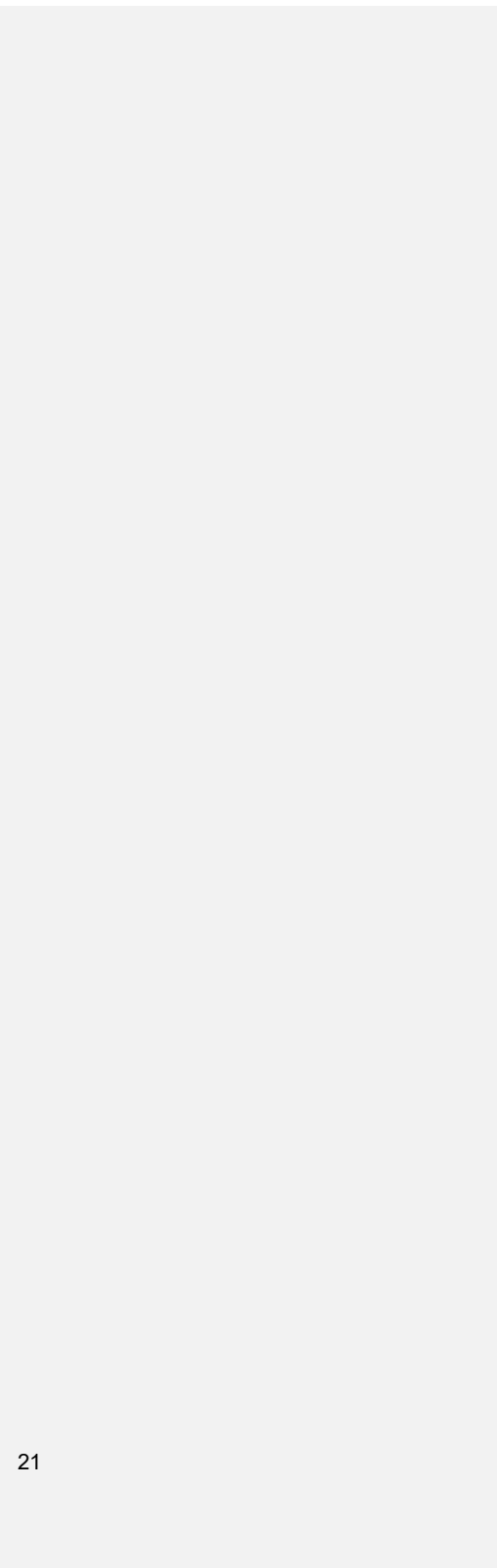
<ul style="list-style-type: none"> • Wait your turn patiently • Use technology appropriately 	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Keep hands, and feet down and in your own space. • Look and Listen to the teacher in your area for directions. • Stay in assigned seating until excused. • Clean up your tray, and all trash in your area for the next group. 	<ul style="list-style-type: none"> • <i>Hands touching another student, their tray or food.</i> • <i>Yelling or making loud noise in cafeteria</i> • <i>Getting out of seat to talk or move around the cafeteria.</i> • <i>Leaving tray and trash on the table.</i>
Step 4: Practice/Role Play Activities	
Model expected behavior (I do): Walk students to the cafeteria. Take them through the process of picking up trays, giving student ID numbers or full name to cashier, then sitting in assigned areas. Show examples of the correct behaviors and of the non-examples.	
Lead students through behavior (We do): All students walk through cafeteria in a line. Practice picking up tray, drink, and giving information to the cashier. Practice sitting as a group in assigned area. Practice examples of the correct behaviors.	
Test to ensure students understand behavior (You do): Ask: What should you be doing while waiting in the cafeteria line? What do you do when picking up your tray? How should you sit in the cafeteria? What do you do when you are done eating? Show: Practice good manners. How you empty your tray. What it sounds like in the cafeteria.	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • For the first few weeks of school, walk students and stay with them in line to practice routines. • Practice having students say their full names or ID numbers to the cashier. • Practice good manners in the classroom. 	
Lesson Plan to Address Behavior Cafeteria: Respectful	
Step 1: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors to create an environment of respect in the cafeteria. <ul style="list-style-type: none"> • Show manners and respect to the staff in the cafeteria • Using polite words with others instead of hitting, pushing, and shoving. • Using an inside voice so that others can hear each other and enjoy their lunch time. 	
Step 2: Identify the desired behavior and describe it in observable, measurable terms.	

<ul style="list-style-type: none"> • Use appropriate voice levels, tone, and language • Listen to adults 	
Examples	Non-examples
<ul style="list-style-type: none"> • Look and Listen to the adult in your area for directions • Sit at assigned table and use indoor voice talking with one another • Stay in assigned seating until excused or permission is obtained by raising your hand • Quietly line up in a single line while waiting to get into the kitchen area 	<ul style="list-style-type: none"> • <i>Refusing to listen and follow directions</i> • <i>Getting out of seat to talk or move around the cafeteria.</i> • <i>Standing and talking in groups</i> • <i>Yelling or making loud noise in cafeteria</i>
Step 4: Practice/Role Play Activities	
Model expected behavior (I do):	
Teacher goes over following scenarios and discusses why it is respectful or not.	
Lead students through behavior (We do):	
Model examples and non-examples and prompt students to identify examples and non-examples.	
Test to ensure students understand behavior (You do):	
In small groups have the students discuss how you can contribute to showing respect in the cafeteria.	
Each group will share one idea.	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • During the year share examples of different scenarios of respectful behavior. • Recognize students who are displaying respectful behaviors and reinforce with Caught You Being Good Cards. • Teacher models respectful behavior. • Reteach again after an extended break (fall, winter and spring). 	
Lesson Plan to Address Behavior	
Cafeteria: Safe	
Step 1: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors in the cafeteria to ensure the environment remains safe, clean, and enjoyable for all.	
Step 2: Identify the desired behavior and describe it in observable, measurable terms.	
<p>“Today we are going to talk about how we are safe in the cafeteria.”</p> <ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Walk only • Stay in designated areas • Maintain personal space 	

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> Keep hands, feet, and objects to self Keep food and drink on tray Maintain safe distance between other students in line Ask permission before leaving by raising hand Use walking feet Hold and carry lunch tray with both hands Stay seated 	<ul style="list-style-type: none"> <i>Pushing or kicking in line or while seated at tables</i> <i>Throwing food or pouring drink out somewhere other than the trash can</i> <i>Being too close to other students in line that results in contact</i> <i>Leaving the lunch area without permission</i> <i>Running, jumping, skipping, and dancing</i> <i>Carrying lunch tray with one hand or holding it high in the air</i> <i>Getting up and moving around the cafeteria</i>
Step 4: Practice/Role Play Activities	
Model expected behavior (I do): Walk students to the cafeteria. Take them through the process of picking up trays, giving student ID numbers or full name to the cashier, then sitting in assigned areas. Show examples of the correct behaviors and of the non-examples.	
Lead students through behavior (We do): All students walk through the cafeteria in a line. Practice picking up a tray, drink, and giving information to the cashier. Practice sitting as a group in an assigned area. Practice examples of the correct behaviors.	
Test to ensure students understand behavior (You do): Ask: How do you line up in the cafeteria? What should you be doing while waiting in the cafeteria line? What do you do when picking up your tray? How do you walk with your tray to sit at a table? How should you sit in the cafeteria? What do you do when you are done eating? Show: Practice good manners. How you empty your tray. What it sounds like in the cafeteria.	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> For the first few weeks of school, walk students to the cafeteria and stay with them in line to practice routines. Practice having students say their full names or ID numbers to the cashier, walking to a table and waiting to be excused. Practice good manners. 	

Classroom

Lesson Plan to Address Behavior
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Classroom: Respectful

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Students will demonstrate respect in the classroom by:

- using appropriate voice levels, tone, and language.
- listening and following instructions.
- raising a quiet hand to speak or stand.

Step 2: List a rationale for teaching the behavior (Why is it important?)

Students need to demonstrate these behaviors to create a classroom environment that allows all students to learn. When students are disruptive in class, they are taking away the learning opportunity of others and themselves.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples

- Active listening to your teacher and classmates (Eyes on the speaker, remain quiet while others are speaking, think about what the speaker is saying)
- Raise your hand to get permission to go to the bathroom, get seconds, or dump tray)
- Stay at your assigned area until dismissed
- “Thank you for _____”
- “May I please _____”
- “When you _____, I feel _____, and I need you to _____ instead”

Non-examples

- *Talking when others are speaking*
- *Disrupting others’ learning*
- *Talking or walking around without permission*
- *Shouting out in class*
- *Leaving before being dismissed*
- *Arguing*
- *Defiance/refusal*
- *Using mean words, sarcasm, profanity (specify by grade-level)*

Step 4: Practice/Role Play Activities

Model expected behavior (I do):

Teacher goes over following scenarios and discusses why it is respectful or not.

Bill bumps into Bob’s desk (it was not an accident) and his notebook falls to the floor. Bob gets upset and calls Bill a “stupid freak.” Bill then kicks the notebook under another student’s desk as he takes his seat. Bill bumps into Bob’s desk and his notebook falls to the floor. Bill says he is sorry and picks up Bob’s notebook from the floor. Bob responds “No big deal, thanks for picking it up.”

Sam wants to comment about something they are learning about. Sam raises her hand and waits patiently for the teacher to call on her before sharing.

Lisa and Peter are working on an assignment but do not understand step four. They raise their hands.

Lead students through behavior (We do): Model examples and non-examples and prompt students to identify examples and non-examples.	
Test to ensure students understand behavior (You do): In small groups have the students discuss how you can contribute to showing respect in the classroom. Each group will share one idea.	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • During the year share examples of different scenarios of respectful behavior. • Recognize students who are displaying respectful behaviors and reinforce with Caught You Being Good Cards. • Teacher models respectful behavior. • Reteach again after an extended break (fall, winter and spring). 	
Lesson Plan to Address Behavior	
Classroom: Safe	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Students will demonstrate safety in the classroom by: <ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Always Walk 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate safety in the classroom so that we are all able to feel secure in our environment so that we can focus on our academic progress	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Students walk around the classroom only to take care of necessary actions • Students only handle their own materials • Students show understanding of others' personal space 	<ul style="list-style-type: none"> • Students run around the classroom • Students neck each other while walking by • Students take others cell phones
Step 4: Practice/Role Play Activities	
Model expected behavior (I do): Teacher goes over following scenarios and discusses why it is respectful or not.	
Steve has a cold today. He walks to the tissues and blows his nose. He throws it away in the trash can and uses hand sanitizer. As he walks back to his seat, he keeps his hands to his sides as he walks through the row.	
As the class is dismissed, T.J. runs to the cell phone slots. He grabs his phone and Lisa's phone. He yells "heads up" and throws Lisa's phone to her across the room. She catches it and dodges through other students as she runs out of the classroom.	
Lead students through behavior (We do):	

Model examples and non-examples and prompt students to identify examples and non-examples.	
Test to ensure students understand behavior (You do): In small groups have the students discuss how you can contribute to showing respect in the classroom. Each group will share one idea.	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • During the year share examples of different scenarios of respectful behavior. • Recognize students who are displaying respectful behaviors and reinforce with Caught You Being Good Cards. • Teacher models respectful behavior. • Reteach again after an extended break (fall, winter and spring). 	
Lesson Plan to Address Behavior Classroom: Responsible	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Students will demonstrate responsibility in the classroom by: <ul style="list-style-type: none"> • giving your best effort. • arriving on time and prepared. • using technology and materials appropriately. • keeping the area clean. 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors to create a classroom environment that is successful socially and academically.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Collaborate with classmates evenly on class projects • Arrive to class on time with a pencil/pen and a notebook • Checking grades on PowerSchool • Picking up others classroom 	<ul style="list-style-type: none"> • Sleeping in class • Arriving late for class without materials • Creating a Tic Toc video during a time when students should be taking notes • Leaving your water bottles on the floor for others to pick up
Step 4: Practice/Role Play Activities	
Model expected behavior (I do): Teacher goes over following scenarios and discusses why it is responsible or not. Erin walks into class five minutes late and does not have her a pen or a pencil. She is unable to complete her work for the day. Since she is unable to work on the assignment of the day, she sleeps at her desk.	

<p>Lisa, Peter and Cassie are working on a project together. They make a checklist of tasks that need to be done. They agree on which task will be completed by each member of the group. They complete their work on quietly and on time.</p>	
<p>Lead students through behavior (We do): Model examples and non-examples and prompt students to identify examples and non-examples.</p>	
<p>Test to ensure students understand behavior (You do): In small groups have the students discuss how you can contribute to showing respect in the classroom. Each group will share one idea.</p>	
<p>Step 5: Provide opportunities for practice</p>	
<ul style="list-style-type: none"> • During the year share examples of different scenarios of respectful behavior. • Recognize students who are displaying respectful behaviors and reinforce with Caught You Being Good Cards. • Teacher models respectful behavior. • Reteach again after an extended break (fall, winter, and spring). 	
<p style="text-align: center;">Lesson Plan to Address Behavior Classroom: Kind</p>	
<p>Step 1: Identify the desired behavior and describe it in observable, measurable terms.</p>	
<p>Students will demonstrate kindness in the classroom by:</p> <ul style="list-style-type: none"> • Use positive and polite words • Take turns and be patient • Invite, include and encourage others 	
<p>Step 2: List a rationale for teaching the behavior (Why is it important?)</p>	
<p>Students need to demonstrate these behaviors to promote a positive learning environment, which will make the classroom a more enjoyable experience.</p>	
<p>Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)</p>	
<p>Examples</p>	<p>Non-examples</p>
<ul style="list-style-type: none"> • Saying “please” “thank you” and “you’re welcome” • Waiting to be called on to answer a question • Working with students that do usually have a partner 	<ul style="list-style-type: none"> • Calling another student stupid for missing an answer • Calling out answers when the teacher is waiting to see more volunteers • Only working with your best friend in a class, while another student sits alone
<p>Step 4: Practice/Role Play Activities</p>	
<p>Model expected behavior (I do): Teacher goes over following scenarios and discusses why it is respectful or not.</p>	

Lisa and Erin are working on a group project. Kristine walks in late to class and does not have a group. Lisa and Peter invite her to work with them, even though they have never worked with Kristine. They split the tasks of the project evenly and share the workload of the class for the day.

After Mrs. Port asked a question to the class, she was waiting for student volunteers to answer. Peter yelled out what he thought was the answer. T.J. knew the answer was wrong and called Peter stupid and said that's why he never works with Peter.

Lead students through behavior (We do):

Model examples and non-examples and prompt students to identify examples and non-examples.

Test to ensure students understand behavior (You do):

In small groups have the students discuss how you can contribute to showing respect in the classroom.

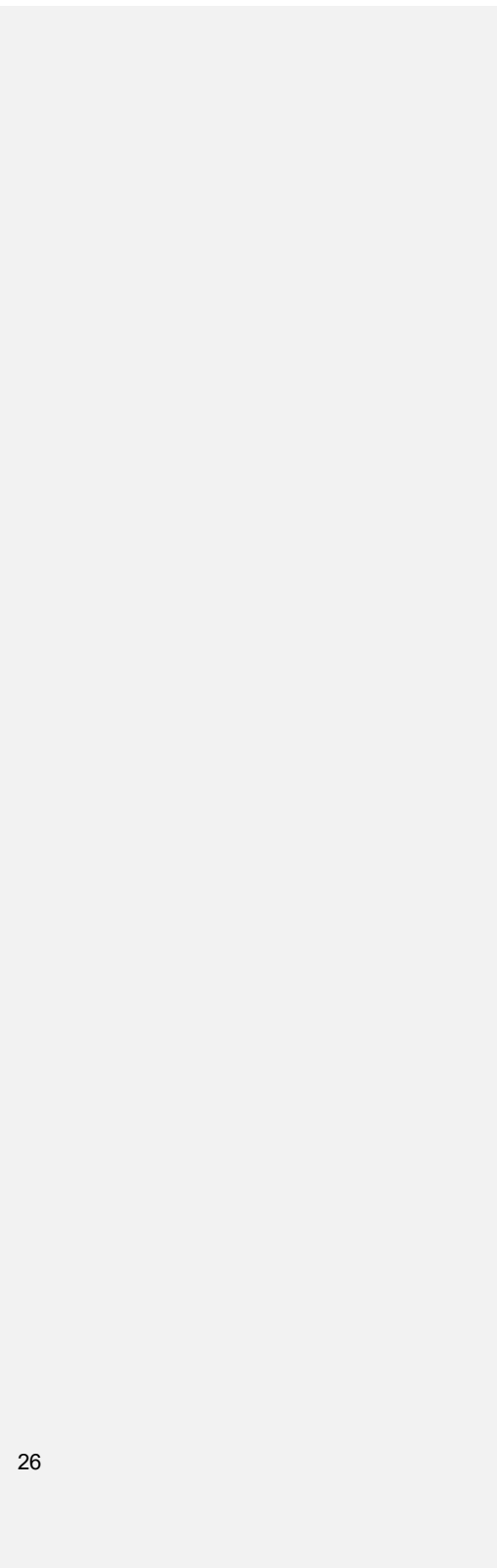
Each group will share one idea.

Step 5: Provide opportunities for practice

- During the year share examples of different scenarios of respectful behavior.
- Recognize students who are displaying respectful behaviors and reinforce with **Caught You Being Good Cards**.
- Teacher models respectful behavior.
- Reteach again after an extended break (fall, winter, and spring).

Hallways

Lesson Plan to Address Behavior	
Hallway: Safe	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Students will demonstrate safety in hallways by: <ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself. • Always walk, facing forward • Stay in designated areas • Walk in a single file line when traveling as a group 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students walking through the hall, facing forward, keeping their hands, feet, and objects to themselves, and staying in their designated area is essential to maintaining a safe environment where students can feel comfortable and thrive.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Walk in a straight direction • Face the direction you are traveling • Feet on the ground, arms and hands to your side near your body 	<ul style="list-style-type: none"> • <i>Running</i> • <i>Zig-zagging through the hall</i> • <i>Walking backwards</i> • <i>Pushing or shoving others</i>



<ul style="list-style-type: none"> Walk <u>directly</u> from one class or designated area such as lunch, to the next 	<ul style="list-style-type: none"> <i>Kicking objects or other people</i> <i>Jumping up to hit the door frames or exit signs</i> <i>Traveling in a hall other than your class hall</i> <i>Taking detours to undesignated areas (a friend's class or the courtyard)</i>
Step 4: Practice/Role Play Activities	
<p>Model expected behavior (I do): Teacher will point out the expectations sign hung in the hall and model walking through the hall, keeping their hands, feet, and objects to themselves, and staying in their designated area. Verbally walk students through the following examples and non-examples.</p> <p>Lisa and TJ were excited to go to lunch. When the bell rang, they ran through the halls and knocked a few students over in the process. Even though they are in 7th grade, they cut through the 4th grade hall so they could say hi to a teacher they had a few years ago. TJ heard a friend calling out for him from behind him and turned around, now running backwards.</p> <p>Lisa and TJ were excited to go to lunch and catch up with their friends. They walk through the hall as they make sure to look out for others. They stay in their designated area, going directly from their 7th grade math class, through the math and social studies hall, straight through the courtyard to the cafeteria.</p>	
<p>Lead students through behavior (We do): Model examples and non-examples and prompt students to identify examples and non-examples.</p>	
<p>Test to ensure students understand behavior (You do): Students will walk through the hall, walk facing forward, keeping their hands, feet, and objects to themselves, and staying in their designated area. Teacher will provide feedback and reinforcement.</p>	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> On the way to all classrooms On the way to the cafeteria On the way to specials On the way to assemblies On the way to the restroom On the way to the bus On the way to the playground 	
<p style="text-align: center;">Lesson Plan to Address Behavior Hallway: Kind</p>	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
<p>Students will demonstrate being safe in the hallway by:</p> <ul style="list-style-type: none"> Taking turns and be patient 	

<ul style="list-style-type: none"> • Use positive and polite words • Look out for others 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
<p>Using peaceful words with others (instead of hitting, pushing, and shoving), looking out for others, and being patient in the hall are key steps to ensuring all students and faculty feel welcome and have a positive experience at school.</p>	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Saying, "Thank you", "Excuse me" • Standing up for others who are being teased • Waiting quietly for all students to finish exiting a room • Waiting in line for the drinking fountain • Thinking about others' needing to get to class • Volunteering to help others who are lost • Volunteering to help others who dropped something • Holding the door for others 	<ul style="list-style-type: none"> • <i>Yelling</i> • <i>Making rude comments</i> • <i>Teasing others</i> • <i>Rushing into or out of a classroom</i> • <i>Cutting in line or shoving to get to the drinking fountain</i> • <i>Ignoring someone asking for or needing help</i> • <i>Stepping on others' items that they dropped</i> • <i>Letting the door slam closed behind you</i>
Step 4: Practice/Role Play Activities	
<p>Model expected behavior (I do): Teacher will demonstrate looking out for others by helping others in the hall, standing up for others, and using kind and polite words in the hall</p> <p>Jeremiah is walking to class when Jolene drops her notebook and papers fall out. Another student steps on Jolene's papers. Frank walks up and kicks the papers down the hall.</p> <p>Jeremiah is walking to class when Jolene drops her notebook and papers fall out. Jeremiah stops and offers to help Jolene pick up her papers and apologizes on behalf of the other student. Jolene thanks Jeremiah for stopping to help.</p> <p>Kiegan, Zoe, and Ella are trying to get a drink at the drinking Fountain. They are crowding the fountain and Kiegan is taking a long time to get water. Zoe, feeling frustrated, pushes Kiegan.</p> <p>Kiegan, Zoe, and Ella are thirsty and waiting patiently in line for a drink of water. When it is their turn, they take an appropriate amount of time each to get a drink and then go straight to class.</p>	
<p>Lead students through behavior (We do):</p>	

Model examples and non-examples and prompt students to identify examples and non-examples.	
Test to ensure students understand behavior (You do): Students will walk through the hall to demonstrate using positive and polite words, taking turns and being patient, and using empathy.	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • To and from classrooms • To and from the cafeteria • To and from specials • To and from assemblies • To and from the restroom • To and from the bus • To and from the playground 	
Lesson Plan to Address Behavior Hallway: Respectful	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Students will demonstrate respect in the hallway by: <ul style="list-style-type: none"> • Using appropriate voice levels, tone, and language • Listening to adults • Move efficiently at your locker and close lockers quietly 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors to create an environment where they are calm, orderly, and considerate of others.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Say “excuse me” to others in your way • Getting what you need at your locker quickly • Listen and follow all instructions given by staff 	<ul style="list-style-type: none"> • <i>Yelling, shouting, talking loudly</i> • <i>Using rude language such as “move, get out of the way”</i> • <i>Going into another classroom to get the attention of another student or checking on another student</i> • <i>Standing in the middle of the hall</i> • <i>Talking loudly to peers while waiting to enter</i> • <i>Banging on the doors or walls</i> • <i>Cutting in front of others in line</i> • <i>Chatting at lockers and gathering</i> • <i>Slamming lockers</i> • <i>Rolling eyes and reacting negatively to teacher directions</i> • <i>Ignoring or refusing to follow instructions given by staff</i>

Step 4: Practice/Role Play Activities	
Model expected behavior (I do): Show students what it looks like for them to: walk in a line quietly with hands to self, following directions, lining up for class, and using appropriate voice levels. Verbally walk students through the following examples and non-examples.	
Vivian rushes out of class shouting to her friend Andre. When they get to their next class, they wander up and down the hall talking to friends because the door is locked. Feeling impatient, Andre bangs on the door in frustration.	
Vivian walks out of class after being dismissed and waves to her friend Andre. When they arrive at their next class, they line up quietly along the hall and wait patiently for their teacher to open the door and invite them in.	
Lead students through behavior (We do): Model examples and non-examples and prompt students to identify examples and non-examples.	
Test to ensure students understand behavior (You do): Students will walk quietly on the correct side of the hallway, with hands to self, and follow staff directions	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • On the way to all classrooms • On the way to the cafeteria • On the way to specials • On the way to assemblies • On the way to the restroom • On the way to the bus • On the way to the playground 	
Lesson Plan to Address Behavior	
Hallway: Responsible	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Students will demonstrate being responsible in the hallway by: <ul style="list-style-type: none"> • Keep the area clean • Always carry a pass • Report problems to an adult 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Keeping the halls clean and free of damage, reporting issues to an adult, and always carrying a pass demonstrates integrity, pride, and consideration for our school and others.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Keeping hands, backpacks, and writing utensils off the walls 	<ul style="list-style-type: none"> • <i>Picking at the paint on the wall or scratching the walls</i>

<ul style="list-style-type: none"> • Picking up trash and throwing it away or recycling it • Having your supplies and materials secured in your backpack • Reporting bullying or other problems to an adult right away • Carrying a pass any time you are traveling other than passing periods (ie: to the bathroom, health office, library, or office) 	<ul style="list-style-type: none"> • <i>Drawing or writing on the walls</i> • <i>Touching items intentionally displayed on the wall</i> • <i>Dropping trash or papers on the floor</i> • <i>Ignoring/walking past trash of papers on the floor</i> • <i>Ignoring bullying behavior or problems</i> • <i>Leaving class to go to the bathroom, office, health office or library without a pass</i>
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Step 4: Practice/Role Play Activities

Model expected behavior (I do):

Teacher will point out the expectations sign hung in the hall and model picking up trash, having a pass, and promptly reporting issues (such as damaged equipment, confrontations, bullying, etc) to an adult.

Zolanda and Cisco observe Tina making fun of Chris’s clothing and stepping on his shoelaces trying to trip him. Zolanda and Cisco giggle and they take a video of the teasing to show their friends later.

Zolanda and Cisco observe Tina making fun of Chris’s clothing and stepping on his shoelaces trying to trip him. Zolanda tells Tina to leave Chris alone and Cisco knock on the closest door to notify a teacher.

Grayson and Nolan are coming out of social studies. They drop their homework papers on the ground, as well as a snack wrapper. They keep walking.

Grayson and Nolan are coming out of social studies. They drop their homework papers on the ground, as well as a snack wrapper. They each stop to pick up the items, putting the homework into their backpacks and throwing the wrapper away in the nearest trash can.

Lead students through behavior (We do):

Model examples and non-examples and prompt students to identify examples and non-examples.

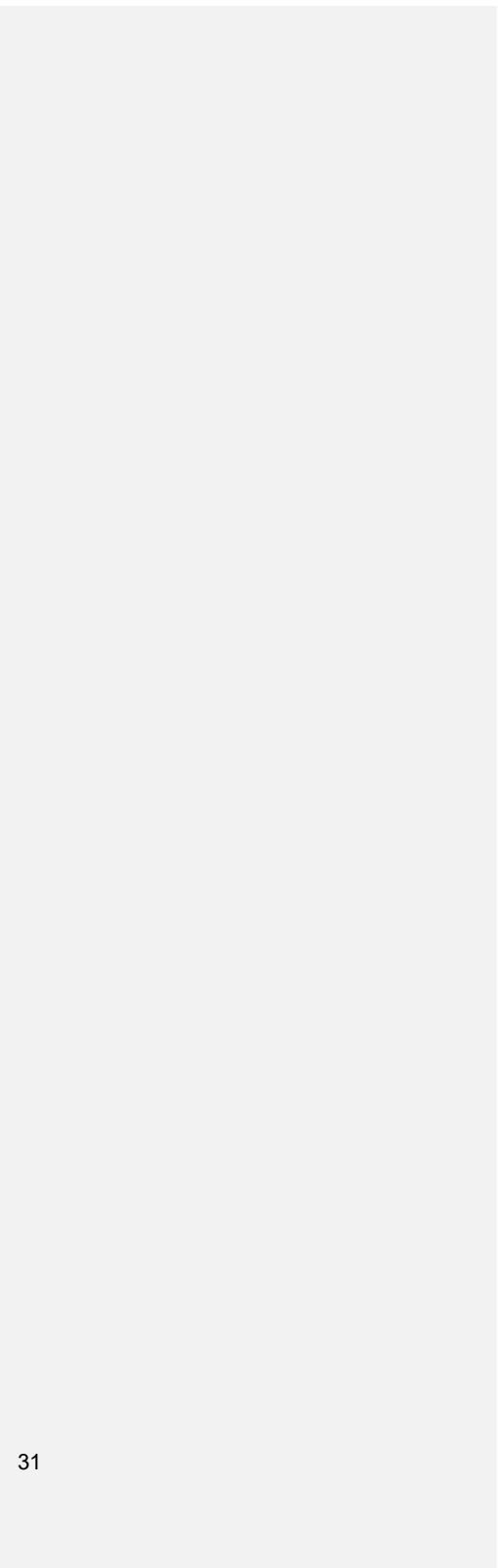
Test to ensure students understand behavior (You do):

Students will walk through the hallway facing forward, keeping their hands, feet, and objects to themselves, and promptly report observed issues to an adult.

Step 5: Provide opportunities for practice

Practice expected behaviors and reinforce in the following areas:

- On the way to all classrooms
- On the way to the cafeteria
- On the way to specials



- On the way to assemblies
- On the way to the restroom
- On the way to the bus
- On the way to the playground

Outdoor

Lesson Plan to Address Behavior	
Outdoor: Responsible	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Students will demonstrate responsibility outdoors by: <ul style="list-style-type: none"> • Keep the area clean • Use technology appropriately • Report problems/mess to an adult 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors in the outdoor environment to ensure the campus is clean.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Keeping the outdoor area clean by picking up trash • Telling an adult if you see a mess • Keeping your phone in your backpack until after school 	<ul style="list-style-type: none"> • <i>Leaving trash on the ground</i> • <i>Not reporting a mess to an adult</i> • <i>Using your phone during passing periods</i>
Step 4: Practice/Role Play Activities	
Model expected behavior (I do):	
Teacher goes over following scenarios and discusses why it is responsible or not	
Scenarios:	
Non-Example: Tyler and Sarah are done eating lunch outside, and they decide to get up and leave their table without throwing away their trash. They also see trash on the ground and decided to step over it instead of picking it up.	
Example: Shirley and David see that someone spilled a bag of chips in the courtyard and they decided to go to the office to report the mess so that it can be cleaned up. They also throw away the chip bag to help with the mess.	
Lead students through behavior (We do):	
Model examples and non-examples and prompt students to identify examples and non-examples.	
Test to ensure students understand behavior (You do):	
Have students demonstrate on their own the appropriate behaviors in the outdoor environment based on what has been reviewed and discussed.	

Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • During the year, share examples of different scenarios of responsible behavior outdoors. • Recognize students who are displaying responsible behavior outdoors and reinforce with Caught You Being Good Cards. • Teacher models responsible behavior outdoors. • Reteach again after an extended break (fall, winter, and spring). 	
Lesson Plan to Address Behavior	
Outdoor: Respectful	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Students will demonstrate respect outdoors by:	
<ul style="list-style-type: none"> • Use appropriate voice levels, tone, and language • Listen to adults 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors to create an outdoor environment that is non-disruptive and enjoyable for all students.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Speaking in an appropriate tone of voice • Using appropriate language • Following the directions of adults 	<ul style="list-style-type: none"> • <i>Yelling at other students or at students far away</i> • <i>Using inappropriate language</i> • <i>Ignoring directions from adults</i>
Step 4: Practice/Role Play Activities	
Model expected behavior (I do):	
Teacher goes over following scenarios and discusses why it is responsible or not.	
Recess has just ended. The students walk off the playground and get ready to start their next class.	
While at recess, a couple students are cursing and talking down to others. An adult asks them to stop, the students ignore the adult and continue on.	
Lead students through behavior (We do):	
Model examples and non-examples and prompt students to identify examples and non-examples.	
Test to ensure students understand behavior (You do):	
Have students demonstrate in groups the appropriate behaviors in the outdoor environment based on what has been reviewed and discussed.	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • During the year, share examples of different scenarios of respectful behavior outdoors. • Recognize students who are displaying respectful behavior outdoors and reinforce with Caught You Being Good Cards. 	

<ul style="list-style-type: none"> • Teacher models respectful behavior outdoors. • Reteach again after an extended break (fall, winter, and spring). 	
Lesson Plan to Address Behavior Outdoor: Safe	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Students will demonstrate safety outdoors by: <ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself. • Always walk on sidewalks and courtyard • Use objects appropriately (tables, benches, etc.) 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors to create a safe outdoor environment where no one will get hurt.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Keeping your hands to yourself • Standing on the pavement and sitting on benches • Staying on designated walkways • Staying in sight of staff/teachers 	<ul style="list-style-type: none"> • <i>Hitting or touching other students</i> • <i>Standing on benches or tables</i> • <i>Picking up rocks or throwing rocks</i>
Step 4: Practice/Role Play Activities	
Model expected behavior (I do): Teacher goes over following scenarios and discusses why it is responsible or not.	
Scenarios: Non-Example: James decides he wants to be the first person to class, so he runs through the courtyard and while he is running, he bumps into Cara, causing her to fall on the pavement. Example: Jackie decides that she wants to eat lunch outside. Instead of sitting on the wall outside the gym, Jackie uses the benches and tables to sit and eat her lunch.	
Lead students through behavior (We do): Model examples and non-examples and prompt students to identify examples and non-examples.	
Test to ensure students understand behavior (You do): Have students demonstrate on their own the appropriate behaviors in the outdoor environment based on what has been reviewed and discussed.	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • During the year, share examples of different scenarios of safe behavior outdoors. • Recognize students who are displaying safe behavior outdoors and reinforce with Caught You Being Good Cards. • Teacher models safe behavior outdoors. • Reteach again after an extended break (fall, winter, and spring). 	
Lesson Plan to Address Behavior	

Outdoor: Responsible	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Students will demonstrate responsibility outdoors by: <ul style="list-style-type: none"> • Keep the area clean • Use technology appropriately • Report problems/mess to an adult 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors in the outdoor environment to ensure the campus is clean.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Keeping the outdoor area clean by picking up trash • Telling an adult if you see a mess • Keeping your phone in your backpack until after school 	<ul style="list-style-type: none"> • <i>Leaving trash on the ground</i> • <i>Not reporting a mess to an adult</i> • <i>Using your phone during passing periods</i>
Step 4: Practice/Role Play Activities	
Model expected behavior (I do): Teacher goes over following scenarios and discusses why it is responsible or not	
Scenarios: Non-Example: Tyler and Sarah are done eating lunch outside, and they decide to get up and leave their table without throwing away their trash. They also see trash on the ground and decided to step over it instead of picking it up. Example: Shirley and David see that someone spilled a bag of chips in the courtyard and they decided to go to the office to report the mess so that it can be cleaned up. They also throw away the chip bag to help with the mess.	
Lead students through behavior (We do): Model examples and non-examples and prompt students to identify examples and non-examples.	
Test to ensure students understand behavior (You do): Have students demonstrate on their own the appropriate behaviors in the outdoor environment based on what has been reviewed and discussed.	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • During the year, share examples of different scenarios of responsible behavior outdoors. • Recognize students who are displaying responsible behavior outdoors and reinforce with Caught You Being Good Cards. • Teacher models responsible behavior outdoors. • Reteach again after an extended break (fall, winter, and spring). 	
Lesson Plan to Address Behavior	

Outdoor: Respectful	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Students will demonstrate respect outdoors by: <ul style="list-style-type: none"> • Use appropriate voice levels, tone, and language • Listen to adults 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors to create an outdoor environment that is non-disruptive and enjoyable for all students.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • Speaking in an appropriate tone of voice • Using appropriate language • Following the directions of adults 	<ul style="list-style-type: none"> • <i>Yelling at other students or at students far away</i> • <i>Using inappropriate language</i> • <i>Ignoring directions from adults</i>
Step 4: Practice/Role Play Activities	
Model expected behavior (I do): Teacher goes over following scenarios and discusses why it is responsible or not.	
Recess has just ended. The students walk off the playground and get ready to start their next class.	
While at recess, a couple students are cursing and talking down to others. An adult asks them to stop, the students ignore the adult and continue on.	
Lead students through behavior (We do): Model examples and non-examples and prompt students to identify examples and non-examples.	
Test to ensure students understand behavior (You do): Have students demonstrate in groups the appropriate behaviors in the outdoor environment based on what has been reviewed and discussed.	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • During the year, share examples of different scenarios of respectful behavior outdoors. • Recognize students who are displaying respectful behavior outdoors and reinforce with Caught You Being Good Cards. • Teacher models respectful behavior outdoors. • Reteach again after an extended break (fall, winter, and spring). 	

Technology

Lesson Plan to Address Behavior Technology: Responsibility
Step 1: Identify the desired behavior and describe it in observable, measurable terms.

<p>Students will demonstrate respect in the classroom by:</p> <ul style="list-style-type: none"> • Give your best effort • Check Google Classroom and email frequently • Arrive on time and prepared • Communicate with your teachers • Use devices with care and during designated times 	
<p>Step 2: List a rationale for teaching the behavior (Why is it important?)</p>	
<p>Students need to demonstrate these behaviors when using technology in the classroom as well as at home during the possibility of participating in remote learning. When students do not take responsibility for their learning and communicate with their teachers they may fall behind on assignments</p>	
<p>Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)</p>	
Examples	Non-examples
<ul style="list-style-type: none"> • Complete all assignments with fidelity • Make sure all assignments are turned in on time and be aware of where assignments are posted • Be prompt to class as well as virtual classes and know your passwords. • Discuss assignments with the teacher if the instructions are unclear or if you need assistance • Treat Chromebooks and computers with care and only use them, including cell phones when allowed • “Thank you for _____” • “May I please _____” • “When you _____, I feel _____, and I need you to _____ instead” 	<ul style="list-style-type: none"> • <i>Not completing assignments</i> • <i>Assignments are usually late and consistently not knowing about new assignments</i> • <i>Arrive late to class and constantly asking for passwords.</i> • <i>Not completing work</i> • <i>Waiting until the last minute for assistance</i> • <i>Defiance/refusal</i> • <i>Breaking screens and keys on Chromebooks or computers</i> • <i>Using cell phones during undesignated times</i> • <i>I’m just not going to do it. Who cares about the assignment. The teacher is stupid. I’ll just copy my friend’s work.</i>
<p>Step 4: Practice/Role Play Activities</p>	
<p>Model expected behavior (I do): The teacher goes over the following scenarios and discusses why it is respectful or not.</p>	

Undesired behavior

The teacher is giving an assignment on the Chromebooks. The students are supposed to be following along so they may access and log in to sites correctly. As she is giving instructions, Jane and Jill continue to talk to each other and are making quite a bit of noise. The teacher has asked the girls to settle down and follow along. Jill makes a rude comment about the teacher. Jane shouts out, "What are we doing?"

Desired Behavior:

The teacher is giving an assignment on the Chromebooks. The students are following along so they may access and log in to sites correctly. The teacher allows them to start the assignment.

Steven raises his hand, the teacher acknowledges him and Steven says, " I was listening to instructions, but I still am not quite sure how to log into the site. Can you please help me so I can get started on the assignment?"

Lead students through behavior (We do):

Complete the role-play skits in class. The teacher may have the students create scenarios in groups and act them out as well.

Model examples and non-examples and prompt students to identify examples and non-examples.

Test to ensure students understand behavior (You do):

In small groups have the students discuss how you can contribute to showing respect while using technology in the classroom as well as during remote learning.

Each group will share one idea.

Step 5: Provide opportunities for practice

- During the year share examples of different scenarios of respectful behavior.
- Recognize students who are displaying respectful behaviors and reinforce with **Caught You Being Good Cards**.
- Teacher models respectful behavior.
- Reteach again after an extended break (fall, winter, and spring).

Lesson Plan to Address Behavior

Technology: Safe

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Students will demonstrate respect in the classroom by:

-

Step 2: List a rationale for teaching the behavior (Why is it important?)

Students need to demonstrate these behaviors when using technology

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
Step 4: Practice/Role Play Activities	
<p>Model expected behavior (I do): The teacher goes over the following scenarios and discusses why it is safe or not.</p> <p>Undesired behavior: Desired Behavior:</p> <p>Lead students through behavior (We do): Complete the role-play skits in class. The teacher may have the students create scenarios in groups and act them out as well. Model examples and non-examples and prompt students to identify examples and non-examples.</p> <p>Test to ensure students understand behavior (You do): In small groups have the students discuss how you can contribute to showing respect while using technology in the classroom as well as during remote learning. Each group will share one idea.</p>	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> During the year share examples of different scenarios of respectful behavior. Recognize students who are displaying respectful behaviors and reinforce with Caught You Being Good Cards. Teacher models respectful behavior. Reteach again after an extended break (fall, winter, and spring). 	
Lesson Plan to Address Behavior	
Technology: Responsibility	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Students will demonstrate respect in the classroom by: <ul style="list-style-type: none"> Give your best effort Check Google Classroom and email frequently Arrive on time and prepared Communicate with your teachers Use devices with care and during designated times 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Students need to demonstrate these behaviors when using technology in the classroom as well as at home during the possibility of participating in remote learning. When students do not take responsibility for their learning and communicate with their teachers they may fall behind on assignments	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> Complete all assignments with fidelity 	<ul style="list-style-type: none"> <i>Not completing assignments</i>

<ul style="list-style-type: none"> • Make sure all assignments are turned in on time and be aware of where assignments are posted • Be prompt to class as well as virtual classes and know your passwords. • Discuss assignments with the teacher if the instructions are unclear or if you need assistance • Treat Chromebooks and computers with care and only use them, including cell phones when allowed • “Thank you for _____” • “May I please _____” • “When you _____, I feel _____, and I need you to _____ instead” 	<ul style="list-style-type: none"> • <i>Assignments are usually late and consistently not knowing about new assignments</i> • <i>Arrive late to class and constantly asking for passwords.</i> • <i>Not completing work</i> • <i>Waiting until the last minute for assistance</i> • <i>Defiance/refusal</i> • <i>Breaking screens and keys on Chromebooks or computers</i> • <i>Using cell phones during undesignated times</i> <p><i>I’m just not going to do it. Who cares about the assignment. The teacher is stupid. I’ll just copy my friend’s work.</i></p>
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Step 4: Practice/Role Play Activities

Model expected behavior (I do):

The teacher goes over the following scenarios and discusses why it is respectful or not.

Undesired behavior

The teacher is giving an assignment on the Chromebooks. The students are supposed to be following along so they may access and log in to sites correctly. As she is giving instructions, Jane and Jill continue to talk to each other and are making quite a bit of noise. The teacher has asked the girls to settle down and follow along. Jill makes a rude comment about the teacher. Jane shouts out, “What are we doing?”

Desired Behavior:

The teacher is giving an assignment on the Chromebooks. The students are following along so they may access and log in to sites correctly. The teacher allows them to start the assignment.

Steven raises his hand, the teacher acknowledges him and Steven says, “ I was listening to instructions, but I still am not quite sure how to log into the site. Can you please help me so I can get started on the assignment?”.

Lead students through behavior (We do):

Complete the role-play skits in class. The teacher may have the students create scenarios in groups and act them out as well.

Model examples and non-examples and prompt students to identify examples and non-examples.

Test to ensure students understand behavior (You do):

In small groups have the students discuss how you can contribute to showing respect while using technology in the classroom as well as during remote learning. Each group will share one idea.

Step 5: Provide opportunities for practice

- During the year share examples of different scenarios of respectful behavior.
- Recognize students who are displaying respectful behaviors and reinforce with **Caught You Being Good Cards**.
- Teacher models respectful behavior.
- Reteach again after an extended break (fall, winter, and spring).

**Lesson Plan to Address Behavior
Technology: Respectful**

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Students will demonstrate respect in the classroom by:

- using appropriate voice levels, tone, and language.
- listening and following instructions.
- raising a quiet hand to speak or stand.

Step 2: List a rationale for teaching the behavior (Why is it important?)

Students need to demonstrate these behaviors when using technology in the classroom as well as at home during the possibility of participating in remote learning. When students are disruptive while using technology they may be taking away the learning opportunity of others and themselves. Exhibiting these behaviors in the classroom as well as during remote learning is always the best practice.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> • Using a voice and proper language while in the classroom and/or online • Active listening to your teacher and classmates (Eyes on the speaker, remain quiet while others are speaking, think about what the speaker is saying) • Raise your hand to speak or stand • Stay at your assigned area until dismissed • “Thank you for _____” • “May I please _____” 	<ul style="list-style-type: none"> • <i>Talking when others are speaking</i> • <i>Disrupting others’ learning</i> • <i>Talking or walking around without permission</i> • <i>Shouting out in class</i> • <i>Leaving before being dismissed</i> • <i>Arguing</i> • <i>Defiance/refusal</i> • <i>Using mean words, sarcasm, profanity (specify by grade-level)</i>

<ul style="list-style-type: none"> • “When you _____, I feel _____, and I need you to _____ instead” 	
Step 4: Practice/Role Play Activities	
<p>Model expected behavior (I do): The teacher goes over the following scenarios and discusses why it is respectful or not.</p> <p>Undesired behavior The teacher is giving an assignment on the Chromebooks. The students are supposed to be following along so they may access and log in to sites correctly. As she is giving instructions, Jane and Jill continue to talk to each other and are making quite a bit of noise. The teacher has asked the girls to settle down and follow along. Jill makes a rude comment about the teacher. Jane shouts out, “What are we doing?”</p> <p>Desired Behavior: The teacher is giving an assignment on the Chromebooks. The students are following along so they may access and log in to sites correctly. The teacher allows them to start the assignment. Steven raises his hand, the teacher acknowledges him and Steven says, “I was listening to instructions, but I still am not quite sure how to log into the site. Can you please help me so I can get started on the assignment?”</p>	
<p>Lead students through behavior (We do): Complete the role-play skits in class. The teacher may have the students create scenarios in groups and act them out as well. Model examples and non-examples and prompt students to identify examples and non-examples.</p>	
<p>Test to ensure students understand behavior (You do): In small groups have the students discuss how you can contribute to showing respect while using technology in the classroom as well as during remote learning. Each group will share one idea.</p>	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • During the year share examples of different scenarios of respectful behavior. • Recognize students who are displaying respectful behaviors and reinforce with Caught You Being Good Cards. • Teacher models respectful behavior. • Reteach again after an extended break (fall, winter, and spring). 	

Teaching Schedule

The team established an annual teaching schedule to begin the teaching of expectations of appropriate behavior to students the first week of school. At the elementary and middle school, classroom teachers will teach classroom, hallway, and bathroom expectations. Special area teachers will teach assemblies, technology, cafeteria, and outdoor expectations. Booster lessons will take place as data indicates as

appropriate for groups or students not meeting expectations. Annual booster lessons will take place each week after fall, winter, and spring breaks.

Locker Cleaning Procedure:

Procedures:

- Scheduled locker cleanouts
- Which lockers can you use? Top and bottom?
- Check students' lockers that receive food packs on Fridays, cannot leave till item is in backpack or hand - last period check
- Appropriate list of items for lockers:
 - Backpack
 - Coat/snowpants/hats/mittens
 - Lunch box
 - Boots
 - PE shoes
 - Instruments
 - Textbooks, books, notebooks
 - Photos (Inside door only)
- Inappropriate items:
 - Old food
 - Candy
 - Other students' items
 - Food from cafeteria
 - Any extra clothing items than what you are wearing that day
 - K-2 - extra change of clothes
 - Toys
 - Stuffedies
 - Show and tell (should remain with teacher)
 - Garbage
 - Trinkets - Bracelets, clips, carabiners, lights
 - No locks

I do:

- Locker example set up
- Walk through inside of locker
- Situational locker changing
- How to hang items
- Check floor - no items left on floor
- Make sure locker door closes

We do:

Practice changing shoes

- Hanging backpack
- Selecting needed items
- Organizing before returning to class

You do:

- Teacher checks or designated kiddo checks

Discipline Matrix

Commented [K2]: Review

*In all cases administrative discretion will be exercised Minor behaviors are listed in white and are STAFF managed Major behaviors are shaded in gray and are Office managed A referral form will be filled out for EACH OCCURANCE for tracking purposes					
Behavior		1st Occurrence	2nd Occurrence	3rd Occurrence	4+ Occurrence
Arson	Major	Authorities are contacted/suspension &/or expulsion			
Assault	Major	Authorities are contacted/suspension &/or expulsion			
Bomb Threat	Major	Authorities are contacted/suspension &/or expulsion			
Bullying/Harassment/ Creating Hostile Environment	Major	Meeting with student/parents and admin. Detention.	Detention. Formal behavior plan.		
Teasing	Minor	Conference with student, facilitated apology and make reparations. Parent contacted.	Conference with Student, facilitated apology and make reparations, parent contacted. Counselor referral.	Facilitated apology and make reparations . Conference with admin., parents and student.	Facilitated apology and make reparations . Meeting with parents and behavior plan created.
Tardy	Minor/ Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Cheating/Plagiarism	Minor/ Major	Conference with Student,	Zero on the assignment,	Behavior Plan	

		zero on the assignment, parent contacted.	parent contacted, detention.		
Deceit	Minor/ Major	Conference with student, facilitated apology and make reparations. Parent contacted.	Conference with Student, facilitated apology and make reparations, parent contacted. Counselor referral.	Facilitated apology and make reparations Conference with admin., parents and student.	Facilitated apology and make reparations Meeting with parents and behavior plan created.
Defiance	Minor/ Major	Conference with Student, Parent Contacted.	Fill out reflection sheet.	Detention	Behavior Plan
Disrespect	Minor/ Major	Conference with student, facilitated apology and make reparations. Parent contacted.	Conference with Student, facilitated apology and make reparations, parent contacted. Fill out reflection sheet. Counselor referral.	Facilitated apology and make reparations Conference with admin., parents and student.	Facilitated apology and make reparations . Meeting with parents and behavior plan created.
Disruptive Conduct	Minor/ Major	Conference with Student, Parent Contacted	Fill out reflection sheet.	Detention	Conference with parent, Behavior Plan
Distribution of Drugs or Alcohol	Major	Authorities are contacted/suspension &/or expulsion			
False Fire/Emergency Alarm	Major	Authorities are contacted/sus			

		pension &/or expulsion			
Gum Chewing in common areas	Minor/ Major	Correction/ conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Harassment/ Intimidation sexual/ racial/gender/religion/ disability/ ethnicity/physical characteristics	Major	Authorities are contacted/sus pension &/or expulsion			
Physical Contact/Horse play	Minor/ Major	Correction/co nference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Inappropriate Dress	Minor/ Major	Conference with student. Student will change clothes.	Student will change clothes. Fill out reflection sheet. Parent contact.	Student will change clothes. Detention.	Behavior Plan
Inappropriate use of Cell Phone	Major	Meeting with student/paren ts and admin. Detention.	Detention. Formal behavior plan.		
Unauthorized use of cell phone	Minor/ Major	Conference with student.	Fill out reflection sheet. Parent contact.	Parent conference. Detention.	Behavior Plan
Unauthorized use of wearable technology	Minor/ Major	Correction/co nference with student.	Fill out reflection sheet. Parent contact.	Parent conference. Detention.	Behavior Plan
Inappropriate Use of Technology/Internet	Major	Meeting with student/paren ts and admin. Detention.	Detention. Formal behavior plan.		
Physical Aggression/Fighting	Major	Meeting with student/ parents and admin. Suspension.	Suspension. Formal behavior plan.		

Possession of Use of Tobacco	Major	Authorities are contacted/suspension &/or expulsion			
Possession of Weapons	Major	Authorities are contacted/suspension &/or expulsion			
Possession or Consumption of Drugs or Alcohol	Major	Authorities are contacted/suspension &/or expulsion			
Possession or Use of Water Balloons, Water Pistols, or other "prank" devices	Minor/ Major	Correction/conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Possession or Consumption of Drugs or Alcohol	Major	Authorities are contacted/suspension &/or expulsion			
Property Damage/Misuse	Minor/ Major	Conference with Student, Parent contacted. Make reparations.	Make reparations. Conference with student and parents. Detention.	Detention. Behavior Plan	
Public Display of Affection/Inappropriate Touching	Minor/ Major	Conference with Student, Parent Contacted.	Conference with student and parents. Detention.	Detention. Behavior Plan	
Theft	Major	Conference with Student and admin, parent contacted. Detention or Suspension. Possible contact of authorities.	Conference with student and parents. Detention or Suspension. Contact authorities.	Behavior Plan. Conference with student and parents. Detention or Suspension. Contact authorities.	

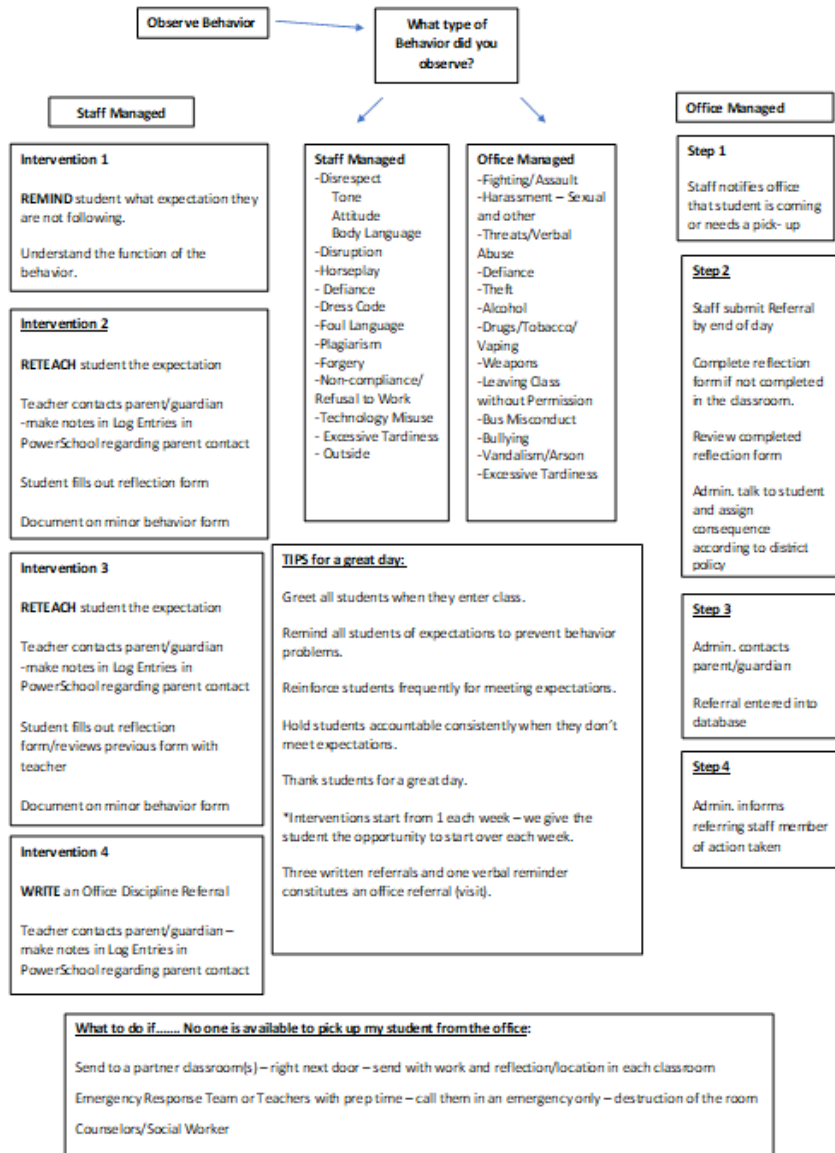
Threat of Violence to individuals	Major	Conference with Student and admin, parent contacted. Detention.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Threat to School	Major	Authorities are contacted/suspension &/or expulsion			
Truancy/Skipping/Leaving	Major	Conference with student and parents. Behavior plan.			
Unacceptable Language	Minor/ Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Vandalism	Major	Authorities are contacted/suspension &/or expulsion			
Vandalism	Minor/ Major	Correction/conference with student. Make reparations.	Fill out reflection sheet. Make reparations.	Detention	Behavior Plan
Weapons	Major	Conference with Student and admin, parent contacted. Detention.			
Willful Disobedience/Disrespect	Minor/ Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Willful Disregard for Safety	Major	Conference with Student and admin, parent contacted. Detention.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Playground Rules					

Throwing rocks, snow, sticks, etc.	Minor/ Major	Conference with student. Time out.	Fill out reflection sheet.	Detention	Behavior Plan
Piggy back rides, chicken fights or carrying another student	Minor/ Major	Conference with student. Time out.	Fill out reflection sheet.	Detention	Behavior Plan
Misuse of equipment	Minor/ Major	Conference with student. Time out.	Fill out reflection sheet.	Detention	Behavior Plan
Fighting, pushing, tackling, wrestling or shoving another student	Major	Conference with Student and admin, parent contacted. Detention. Sent inside.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Any activity that endangers another student	Major	Conference with Student and admin, parent contacted. Detention. Sent inside.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Urinating on the playground	Major	Conference with Student and admin, parent contacted. Detention. Sent inside.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Lunchroom Rules					
Not sitting in assigned seat	Minor/ Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Does not remain seated	Minor/ Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Leaves lunchroom without permission	Minor/ Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan

Yelling, shouting	Minor/ Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Sharing food	Minor/ Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Throwing food	Major	Meeting with student/parents and admin.	Formal behavior plan.		
Bus Rules					
Not remaining seated	Minor/ Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges
Littering or throwing things from the bus	Minor/ Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Eating or drinking on the bus	Minor/ Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Storing belongings in the aisle	Minor/ Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Not wearing seatbelt	Minor/ Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Tampering with bus or equipment	Minor/ Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Audio equipment or cell phone use	Minor/ Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.

Behavior Flow Chart

Commented [K3]: Review



Acknowledgement System

Ticket

Caught You Being Good Tickets are given to students who demonstrate the expectations from the matrix. The teacher will use modeling, guided practice, re-teaching and review just they do for academic instruction. Younger/ less mature students, they need to see what this “looks” and “sounds” like. During the initial Positive Behavior Intervention Support (POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)) roll out and teaching of expectations, students will be provided with instructions for turning in their ticket with their name on it for drawings and prizes.

Teachers will use positive reinforcers to provide students the opportunity to enjoy the benefits for displaying appropriate behaviors. Students need to know what is in it for them, as well.

When giving a ticket to the student, the teacher will share the positive behavior displayed with the student such as “Thank you for walking quietly in the hallway.”

System for Acknowledging Positive Behavior

At the individual student level:

- Adults in the building acknowledge appropriate student behavior with Gator Pride Cards and/or positive, specific verbal praise
- Students can place these in the grade level buckets at the front office by Friday’s last lunch

Weekly:

- At the end of each week, teachers draw 4 (2) Gator Pride Cards from each grade level bucket.
- The students whose Gator Pride Cards are drawn from the box receive a Falcon Award.
- Winners will choose one thing from the Menu of Rewards.
- After the raffle, all Gator Pride Cards go to the office for recording and then into an office raffle box for the school-wide monthly POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS) drawings.

Quarterly:

- At the end of each quarter, we will draw (2) Gator Pride Cards from each grade level bucket.
- The students whose Gator Pride Cards are drawn from the box receive a Gator Award.
- Winners will receive a quarterly prize.

Semester:

- At the end of the semester, we will draw 1 Gator Ticket from the entire school.
- The student whose Gator Ticket is drawn will receive the grand prize for the semester.

Positive Referral Sheet

Dear _____,

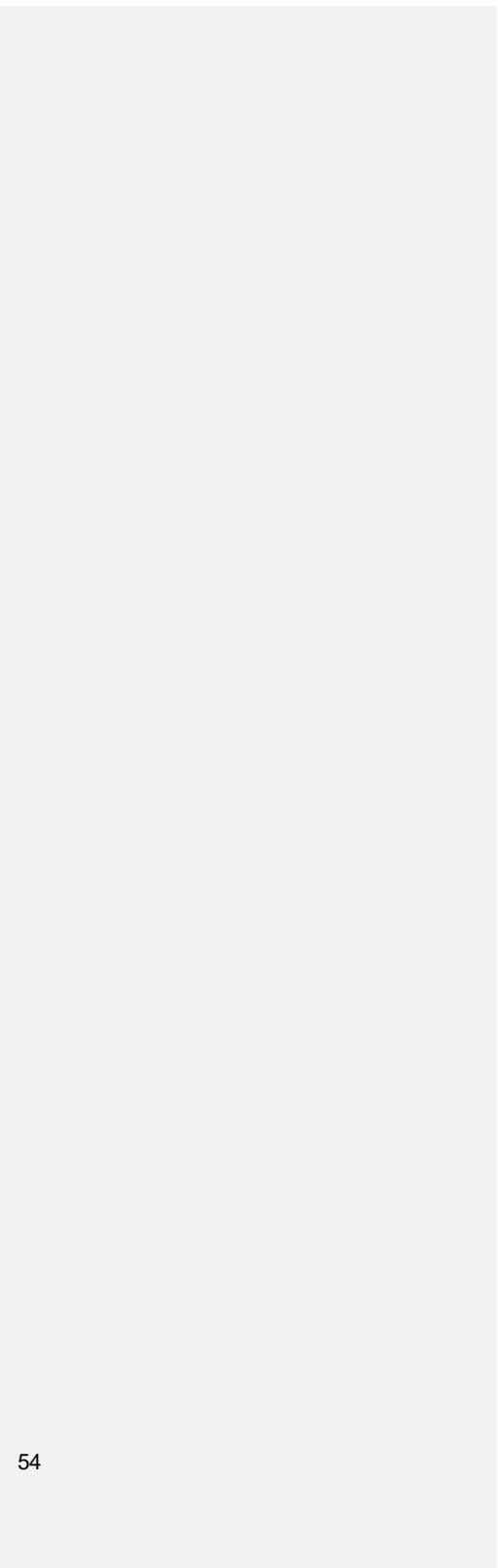
I would like to nominate _____ for a positive office referral. On _____ I observed

Teacher's Signature:

Administrator's Comments:

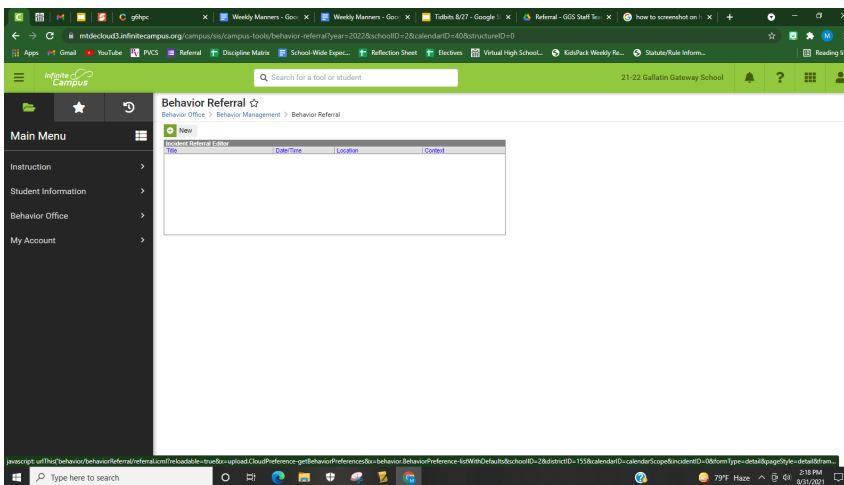
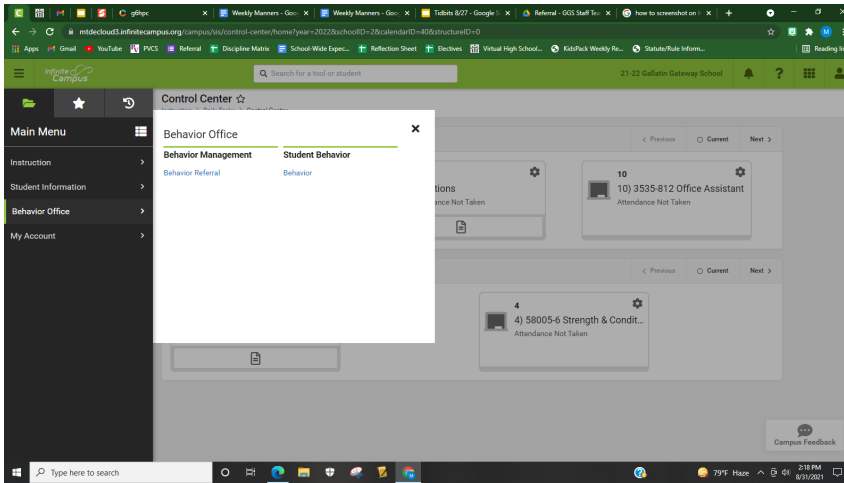
Administrator's Signature:

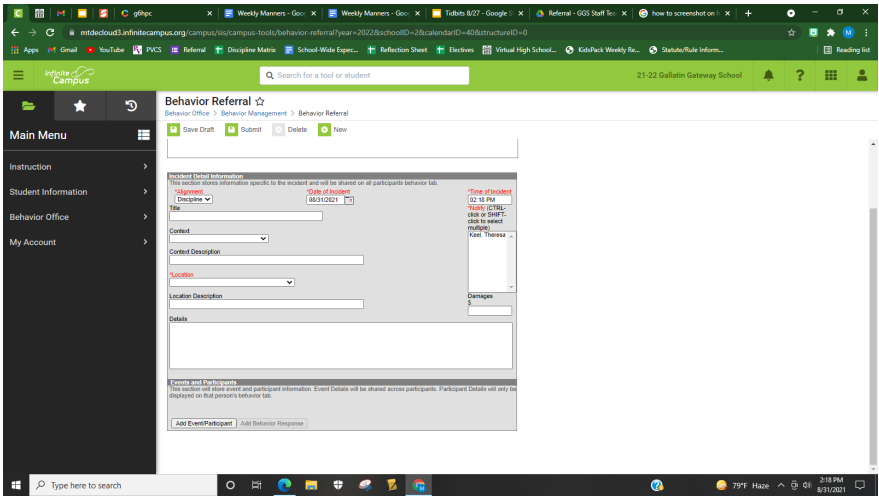
We Are Proud of You!



Entering Behavior Referrals

In Infinite Campus, follow the step-by-step directions below:





Major Office Referral Form

Office Referral for Major Problem Behavior. You should still enter your account of the issue in Infinite Campus.

Name: _____ Date: _____ Time: _____ Grade: _____
 Referring Staff: _____

Incident:

Major Problem Behavior	Major Problem Behavior	Administrative Action
<ul style="list-style-type: none"> • 3 Minors <p>Infraction _____</p> <p>Major</p> <ul style="list-style-type: none"> • Fighting/Assault/Aggression • Harassment (Sexual/Other/Teasing) • Threats of Violence (Verbal/Written) • Abuse (Verbal/Physical) • Defiance/Disrespect/Disobedience • Theft • Possession, Consumption, Distribution of Alcohol, Drugs, Tobacco, Vaping • Weapons • Bullying/Intimidation • Vandalism/Arson • Excessive Tardiness • Willful Disregard for Safety 	<ul style="list-style-type: none"> • Horseplay/Physical Contact • Use of Inappropriate Language – racial/gender/religion/disability • Deceit/Lying • Creating a hostile learning environment • Bomb Threat • Truancy/Skipping/Leaving School without Permission • Cheating/Plagiarism • PDA/Inappropriate Touching • Possession/Use of Water Balloons, Water Pistols, other prank toys • Technology – inappropriate use of technology, cell phones, wearable devices • False Alarm – Fire or other • Other _____ 	<ul style="list-style-type: none"> • Follow up agreement _____ • Loss of privilege _____ • Conference with student _____ • Parent Contact _____ • Individualized instruction • In-School Suspension _____ Hours/ _____ Days • Out-of-School Suspension _____ Hours/ _____ Days • Other _____ • Restorative Practice

Others involved in the incident:

None Peers _____ Staff _____ Teacher _____
 Substitute _____ Unknown _____ Other _____

****Remember, if you cannot fill this out when you send your student to the office, text the office staff. This still needs completing before the end of the day.**

Follow up Agreement to Major Incident

Name: _____ Date: _____

1. **What rule(s) did you break?** (Circle)

Be Respectful **Be Responsible** **Be Safe** **Be Kind**

2. **What did you want?**

- I wanted attention from others
- I wanted to be in control of the situation
- I wanted to challenge adult(s)
- I wanted to avoid doing my work
- I wanted to be sent home
- I wanted revenge
- I wanted to cause problems because I feel miserable inside
- I wanted to cause problems for others because they don't like me

- I wanted _____

3. **Did you get what you wanted?** yes no

4. **What will you do differently next time?**

I will be _____ by _____

5. **Student signature:** _____

6. **Adult signature(s):** _____

Definition of Offenses

ALCOHOL-DRUGS (Possession or Use)

A person who is using, under the influence or in possession of any form of alcoholic beverage, illegal or dangerous drug substance, drug paraphernalia or look-a-likes or any substance being represented as an illegal or dangerous drug. **ALCOHOL-DRUGS (Providing/Selling)** A person who, in any way, provides, gives, sells or offers any form of alcoholic beverage, illegal or dangerous drug substance, drug paraphernalia or look-alikes or any substance being represented as an illegal or dangerous drug. **ARSON** Intentional burning of property belonging to the school, school personnel or another person on campus.

ARSON

Intentional burning of property belonging to the school, school personnel or another person on campus.

BOMB THREAT

Any threat by any means to explode a bomb or other explosive device on school property.

BUS MISCONDUCT

Not following district bus rules and regulations.

CHEATING OR PLAGIARISM Taking someone else's work for one's own, practicing fraud or deception with relation to school work or responsibilities.

COMPUTER, TELECOMMUNICATION OR NETWORK INFRACTION

Inappropriate use of computers, telecommunications and network resources. Definition is contained in Policy IJNDB.

DANGEROUS OBJECTS

Any object or device that may be harmful to the health, welfare or safety of others.

DEFIANCE OF AUTHORITY

Refusing to comply with the reasonable request of school officials.

DESTRUCTION OF PROPERTY

Destroying, defacing or mutilating objects or materials belonging to the school, school personnel or other persons.

DISORDERLY CONDUCT

Use of profanity, obscene behavior, unsafe behavior or any conduct which is in any way disruptive to the educational process of the school.

EXPLOSIVES

The use, possession or sale of explosive devices (i.e., firecrackers). 22 EXTORTION The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.

EXTORTION

The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.

FIGHTING

Engaging in or threatening to engage in physical combat, involving two or more individuals.

FORGERY

Writing and/or using the signature or initials of another person. Impersonating another person on the telephone with regard to attendance also falls within this category of offense.

GAMBLING

Participating in games of chance for the purpose of exchanging money or something of value.

GANG ASSOCIATION OR GANG ACTIVITY

See Governing Board Policy JICF and JICF-R for a full explanation.

GANG CLOTHING, SYMBOLS, PARAPHERNALIA

The wearing of hats, bandanas, tattoos and/or other clothing or symbols or possession of paraphernalia that is associated with gangs or gang-like activity.

HARASSMENT/HAZING/BULLYING (verbal, written, graphic, electronic, sexual, racial or physical)

Any act committed by a student or in concert with others that is intimidating or capable of causing physical or emotional harm to others. The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society. To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment or intimidation as defined by board Policy JICK will not be tolerated.

HORSE/ROUGH PLAY

Noisy, physically active behavior, especially when people push each other as a joke. It can be dangerous and can result in injuries.

INSUBORDINATION

A refusal to comply with school rules and regulations or refusal to obey reasonable directions or instructions of school personnel.

LITTERING

Leaving or depositing trash in places other than appropriate receptacles.

PHYSICAL ASSAULT

A physical attack by one or more persons on other persons who do not wish to engage in conflict or who have not provoked the attack.

RETALIATION

To do something in response to an action done to oneself or another student, especially to attach or injure someone as a response to a hurtful action.

TOBACCO (Possession or Use)

The use, sale, or possession of tobacco products of any kind on school property or at school events.

TARDINESS

Arriving late to class.

THEFT

Taking property which does not belong to the student.

THREATS/INTIMIDATION

Verbal or written threats to bring harm to any person or groups of people.

TRUANCY

Being absent from school or individual classes without the knowledge of the parents or without permission from the school.

VERBAL ABUSE

Statement which intimidates, threatens, berates or otherwise harms another person.

WEAPONS POSSESSION

Bringing a weapon or look-a-like weapon and/or possession (without permission from appropriate school administrators) of any weapon anywhere on school campus, including on the person, in a locker or automobile or anywhere else. WEAPONS USE or THREAT Using or threatening to use a weapon or look-a-like weapon of any kind to inflict harm on another person.

This List is Not All-Inclusive. A student committing an act of misconduct not listed will nevertheless be subject to the discretionary authority of the School Administrator or Superintendent.

Classroom Management Guide

Gallatin Gateway School District



August 2023

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Introduction

The WHY

The beginning of the school year is an important time for classroom management because your student will learn attitudes, behavior, and work habits that will affect the rest of the year. It is the first few weeks of school that students learn the behaviors expected of them and how to accomplish school tasks successfully.

What Works Clearinghouse shows strong evidence in improving student learning for teaching and reinforcing new skills to increase appropriate behavior and preserve a positive classroom climate. Through teaching students the procedures, we want them to display, we are providing them with tools for a successful learning environment.

Remember, it's a classroom, not boot camp. Find ways to give students some control in their day along with following the outlined procedures and rules. Get input from your students. Phrase your expectations in positive language.

PSA: The Wellness Plan indicates that we should not be using food for rewards nor should we be using physical activity as a punishment or reward.

Classroom Management

Definition

Research on classroom management began with Jacob Kounin's 1970 study, in which he observed 49 first- and second-grade classrooms. Each class was videotaped for a full day and the behavior of selected students was coded for work involvement (called "engagement" today) every 12 seconds. From his research, Kounin summarized that good classroom management is based on the behavior of teachers, not the behavior of students.

Robert Marzano defines classroom management as "Classroom management constitutes the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur. Good classroom management is based on the behavior of teachers – what the teachers do – not the behavior of the students. It is the teacher's behavior that produces high student engagement, reduces student misbehavior, and maximizes instruction."

Good classroom management does not just happen; effective teachers plan good classroom management. Procedures form the plan.

- Procedures are the tasks students must do to increase their chances for learning and achieving.

- A routine is a procedure that students do repeatedly without any prompting or supervision.

Discipline vs Classroom Management

Discipline and classroom management are not the same. Discipline is about how students behave, rules are used to control, discipline plans have rules and does not lead to learning. Classroom Management is about how students do their work, procedures are used to ensure students are productive and successful, classroom management plans have procedures.

Creating a Positive Climate in Your Classroom

Effective teachers create a positive learning environment through actions and deeds. The foundation of a positive climate is positive interaction between the teacher and students and among students. A positive environment encourages students to be excited about their school experience and about learning.

1. Speak courteously and calmly-Say “please”, “thank you” and “excuse me” for courtesies to become expected. A calm voice indicates acceptance and self-control.
2. Share information-Learn names as soon as possible and engage in activities that help students learn more about each other. Speak personally with students and get to know them as individuals.
3. Use positive statements as often as possible. Accentuate the positive-Not only do negative comments cause a student to feel negative; they also tend to create a negative environment that affects everyone.
4. Establish a feeling of community. Teach students to work cooperatively and give them regular opportunities to learn in structured cooperative activities. Conduct class meetings on a regular basis for class-building, problem-solving, and content-related discussions.

Establishing Classroom Norms and Expectations

For students to have a successful year in your classroom, they must understand and practice the behaviors you expect of them. Because you will want appropriate and cooperative behavior to become the norm in your classroom, think about how your students will know of these expectations and begin to adopt them.

- What Is an Effectively Managed Classroom-An effectively managed classroom is one that runs smoothly, with minimal confusion and downtime, and maximizes opportunities for student learning.
- Goals are target aspirations not necessarily attained every day. However, long-term goals determine our daily actions.
- Expectations are desired behaviors or outcomes. An effective teacher makes her expectations known to the students and consistently teaches and reinforces the expected behaviors.
- Rules and procedures refer to stated expectations regarding behavior. A rule identifies general expectations or standards of behavior. A procedure also communicates

expectations for behavior. They are usually applied in a specific activity, and they are directed at accomplishing something rather than prohibiting a behavior.

- Effective teachers generally involve students in the democratic process of determining classroom rules, but generally the rules entail respect and courtesy toward all people, be prompt and prepared, listen quietly while others are speaking, and obey all school rules.

[Classroom Management Guide \(unco.edu\)](#)

Effective Teachers

Research indicates that there are three traits of effective teachers. They are good classroom managers, can instruct for student learning, positive expectations for student success.

Research consistently emphasizes the same thing: It is the teacher that makes the difference. The more effective the teacher, the more effective the practices of the teacher the more students will learn, AND classroom management is an essential element of student achievement. Classroom management creates the foundation for an effective and successful classroom.

Consistency

Consistency in a classroom is created when there is repetition of actions and tasks – procedures. Consistency allows students to know beforehand what to expect and how to perform the classroom procedures.

Consistency provides a trusting environment where students know what to expect regularly. Students must trust you before they will trust what you plan to teach. Students want to come to school where there are no surprises. They trust the learning environment that has been established. They know what to expect, and it happens each day. Trust comes from the surety of consistency.

Effective teachers manage their classrooms with procedures.

- o When students know how the class is run, they will be more willing to accomplish what you want them to achieve.
- o The key to a good transition is clarity and simplicity of instruction. Keep it short, simple, and easy to do.
- o Effective grouping is dependent on two major factors:
 - 1) The class culture and
 - 2) The explanation
- o It is never too late to start teaching procedures.

The Effective Teacher:

1. Is proactive, rather than reactive.
2. Has a management plan with comprehensive classroom and instructional procedures.
3. Creates a classroom culture that is consistent, coherent, and continuous.
4. Gives students every opportunity to take responsibility for their own learning.

Teacher Behaviors that Produced Student Learning

- With-it-ness Group Alerting
- Overlapping Accountability
- Smoothness and Momentum Seatwork Variety and Challenge

With-it-ness

Effective teachers have a gift called “with-it-ness.” The “with-it” teacher knows what is going on at all times in the classroom. Importantly, Kounin found it is not necessary for the teacher to actually know what is going on, but merely for students to perceive that the teacher knows what is going on.

Overlapping

These teachers can multitask several activities smoothly without being sidetracked from, or preoccupied with, one activity or student. These teachers help a student or a group of students, while staying alert for possible disturbances and tending to special needs for certain students when necessary. Students are more likely to stay on task if they perceive that the teacher is aware of what they are doing and can help them when needed.

Smoothness and Momentum

These teachers move through a lesson smoothly without being diverted or interrupting student seatwork. There is steady pacing, a smooth flow and momentum to the lesson so that learning moves forward. Effective teachers have the ability to scan the room and give directions, encouragement and correction to keep the learning environment humming.

Group Alerting

These teachers keep students alert and attentive. Effective teachers do this by choosing students to recite material, creating suspense in lessons, using chorus responses, and signaling to students that they may be called upon to respond.

Accountability

These teachers continually monitor student performance during a lesson and require students to show work and recite material individually or as a group. These teachers call for hands to show readiness to perform. They also use a rubric to assess and show student progress in a lesson.

Seatwork Variety and Challenge

These teachers have plans or procedures that are necessary to create high levels of student involvement so teaching and learning can take place. They provide varied and frequent shifts in activities to prevent boredom and to challenge students to work at a higher intellectual level. There are procedures in place that govern how things are to be accomplished so that teaching and learning can occur.

Kounin's research can be implemented with many of the procedures taught in *THE Classroom Management Book* or with the information found in *THE First Days of School*:

- Have an agenda to schedule the day or class periods so you can track class work. Knowing how the classroom is organized for learning tells everyone you are “with-it” (Procedure 2).
- Keep your back to the wall. Constantly and systematically scan the classroom to keep your class on task.
- Intervene quickly if you see a student off task, before it escalates into misbehavior. Remind and encourage the student to return to the task. A smile and a gentle point to the agenda may be all that is needed. This tells them you are “with-it”—on top of things.
- When there are competing demands, have a procedure to keep a student on task until you finish with another student (Procedure 22).
- Use procedures and routines, specific directions and smooth transitions to keep students on task.
- Keep students involved with activities that flow smoothly and gain momentum
- Reduce monotony or boredom by changing or adding variety to lessons, using chorus responses, offering motivational challenges, and informing students of their progress

Kounin, Jacob S. (1970). *Discipline and Group Management in Classrooms*. New York: Holt, Reinhardt and Winston.

Building Relationships

Building relationships with your students is a priority. Building positive relationships with your students provides a trusting, caring environment where students can and will learn. Building relationships with our students is more than knowing about what they like and don't like. It's about understanding home situations that may lead to inattentive behavior and knowing how to intervene.

Find ways to be engage in their afterschool activities and show interest. Attend when you – games, concert's, music recitals, etc. “If your students know you care about them outside of the classroom, they will be more willing to show you that they care about their work inside the classroom” (Mike Roberts from *Hacking Classroom Management*).

Give Students Time to Talk

Through cooperative learning, small or large group projects, there are many ways to engage students in learning. Here are just a few options for providing students opportunity to engage in the work they are doing: Write it on the board, turn and talk, partner sharing, think pair share, musical chairs, walk and talk, get students moving, allow for choice in demonstrating learning.

Restorative Practices

Restorative practices centers on creating a positive impact for all learners academically, socially, and behaviorally. Traditionally, discipline in schools has been punitive. This is a quick fix for discipline issues and doesn't teach students how to respond in various situations. Restorative practices provide students with positive methods to deal with their behavior choices and PBIS practices reinforce restorative practices.

Traditional versus Restorative Approaches to Discipline

Traditional Approach	Restorative Approach
<ul style="list-style-type: none">• Schools and rules are violated• Justice focuses on establishing guilt• Accountability is defined as punishment• Justice is directed at the offender, the victim is ignored• Rules and intent outweigh the outcome• No opportunity is offered for the offender to express remorse or make amends	<ul style="list-style-type: none">• People and relationships are violated• Justice identifies needs and obligations• Accountability is defined as understanding the effects of the offense and repairing any harm.• The offender, victim and school all have direct roles in the justice process• Offenders are held responsible for their behavior, repairing any harm they've caused and working towards a positive outcome• Opportunities are offered for offenders to express remorse or make amends.

There are a number of benefits or restorative practices:

- Builds relationships
- Strives to be respectful to all
- Provides the opportunity for equitable dialogue and decision-making
- Involves relevant stakeholders
- Addresses harms, needs, obligations
- Encourages all to take responsibility

Educators have come to realize that you can't punish a child into doing anything. Instead of simply instituting harsh punishment, we need to teach kids the kind of skills, supported by research, to help them improve their behavior. (Ferlazzo, 2020) This is what restorative practices does.

Restorative practices use formal and informal practices to build culture and relationships for strong positive behavior. Restorative practices create mutual respect for everyone, a safe learning environment, conflict resolution skills, understanding of consequences, and is student centered, not teacher centered.

There are two tenets of restorative practices – relationships and meaningful instruction. Restorative practices you can use in your classroom include Classroom Circles, Mindfulness exercises, positive phrase anchor charts, a classroom contract, and peer mentoring. Edutopia has information on many of the practices listed at [Restorative Practices | Edutopia](#).

Focus on building relationships within your classroom where students trust and respect you.

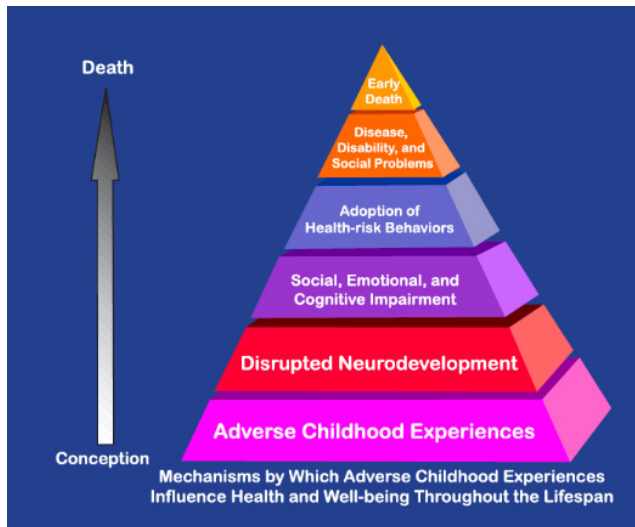
Trauma Informed Instruction

The information below comes from [Trauma-Informed Teaching Strategies \(ascd.org\)](#)

Up to two-thirds of U.S. children have experienced at least one type of serious childhood trauma, such as abuse, neglect, natural disaster, or experiencing or witnessing violence. Trauma is possibly the largest public health issue facing our children today (CDC, 2019). Traumatized students are especially prone to difficulty in self-regulation, negative thinking, being on high alert, difficulty trusting adults, and inappropriate social interactions (Lacoe, 2013; Terrasi & de Galarce, 2017). They often haven't learned to express emotions healthily and instead show their distress through aggression, avoidance, shutting down, or other off-putting behaviors. These actions can feel antagonistic to teachers who don't understand the root cause of the student's behavior, which can lead to misunderstandings, ineffective interventions, and missed learning time.

As an educational community, we can think about the areas of trauma for a student by looking at the ACES (Adverse Childhood Experiences) questionnaire. Many of our students have struggled through adverse childhood experiences. While we will not be giving this to our students, it is good to know the categories that are considered ACES.

This graph shows the progression of adult mental health when they have experienced ACES throughout their childhood:



Neurobiologically, students can't learn if they don't feel safe, known, and cared for within their schools (Aupperle et al., 2012). When teachers are proactive and responsive to the needs of students suffering from traumatic stress and make small changes in the classroom that foster a feeling of safety, it makes a huge difference in their ability to learn.

Here are strategies you can utilize in your classroom:

[Expect Unexpected Responses](#)

First, teachers must learn to put students' reactions into context—and not to take them personally. Students with trauma histories can react and behave in seemingly unexpected ways, such as having a sudden outburst during a favorite activity or crying out of the blue one second after laughing. Teachers may be taken by surprise. They say things like, "But he was fine this morning, I didn't see that coming!" or "She normally loves playing the drums in music class. I have no idea where her reaction came from." This uncertainty leaves the teacher in a constant state of hyper-alertness when interacting with the student. This in turn can result in fatigue, as the teacher is guarded and unable to predict what will happen from one moment to another.

One way to understand these reactions is to think of the student as a soda can, and events that may trigger their trauma stress as shaking that can. We can't tell by looking if the can was recently shaken, but if it was, opening the can results in an unexpected explosive, messy reaction. If a student is triggered and experiencing heightened emotion, even a benign direction such as, "Please move over to make room for Jenny" could result in an "explosion" that the teacher never saw coming. By using trauma-sensitive strategies in the classroom, we can help reduce the times our students are "shaken."

Employ Thoughtful Interactions

Traumatized students often behave in ways that may interfere with teaching and learning, which can be frustrating. Teachers are in a position of power, and these students may be overly defensive, anticipating adult criticism, or defiant, as a way to assert control (Jennings, 2018). Yet for traumatized students, the ability to learn and behave appropriately can be person-dependent. When they are with a safe and supportive adult, their behavior reflects that.

Consider this scenario drawn from schools I've worked with: Trevor, a 6th grader whose father overdosed on heroin two years ago and who has witnessed ongoing domestic abuse throughout his childhood, was in Ms. Carlton's class for part of the day and Ms. Finch's class for the other part. Ms. Carlton had a reputation of working well with hard-to-reach kids, and sure enough, Trevor behaved in a stellar way in her class. When he was with Ms. Finch, however, he was sent to the office nearly three times a week for explosive behavior.

The teacher is 50 percent of every interaction with a student: By changing the way we give a direction or respond; we can reduce problematic behavior. Ms. Carlton had taken the time to build a trusting relationship with Trevor and learned to give directions in a way that he would respond well to. Interaction strategies are a type of accommodation that typically go unnamed and unwritten, but they were the reason that Trevor could feel safe and access the curriculum (Minahan & Rappaport, 2012).

If Ms. Carlton had written down the successful strategies she used with Trevor, the list might have started with avoiding authoritative directives such as, "Pick that up." To give Trevor a sense of control, Ms. Carlton always embedded choice in her directions, asking, "Do you want to be in the front of the line or the back of the line?" instead of simply telling him to "line up." This helped prevent a poor reaction (Minahan, 2019).

Ms. Carlton also conveyed respect and transparency by providing the reason behind each direction. Instead of saying, "No backpacks on the floor. I don't want to trip and fall!" Ms. Carlton would say, "Oh dear, I hope I don't fall. I have a bad knee! Could you please move your backpack?" Stating the reason *first* assured that Trevor knew the context (and necessity) of the demand.

Conversely, Ms. Finch would often go up close to Trevor, tower over him, and say in front of his peers, "Stop tapping your pencil!" This typically ended in a power struggle and Trevor's escalating behavior. Trevor, like many traumatized students, had experienced a loss of control in his life, and power struggles with an authoritative figure were particularly triggering. Ms. Carlton instinctively knew that a more private nonverbal direction could be less confrontational for a student in "fight or flight" mode. She would write, "Please stop tapping" on a piece of paper, put it gently on Trevor's desk without his peers noticing, and then give him space by walking away quickly. When possible, she also gave Trevor extended time to comply with directions to avoid power struggles, asking, for example, "Can you please pick

that up before lunch?" rather than, "Pick that up now" (Minahan, 2019). This allowed Trevor time to decompress and respond rationally.

Be Specific About Relationship Building

At one point in the year, Ms. Carlton told Ms. Finch that building a relationship with Trevor was key to her success with him, and she suggested that Ms. Finch do the same. Unfortunately, saying, "Build a relationship" is too vague and leaves too much up to the teacher's instincts. Instead, Ms. Carlton could have told Ms. Finch that she greeted Trevor every day at the classroom door and asked him about the Avengers or basketball. She could have told Ms. Finch how she used the "two by ten" rule; she talked to him for two minutes a day for 10 days in a row about topics unrelated to academics or behavior. Whenever Ms. Carlton could see she wouldn't have time for this in the 10-day period, she asked the counselor or special education teacher to cover her class for two minutes so she could go for a walk with Trevor. She repeated this trust-building strategy several times throughout the year, especially after he exhibited anger or frustration and after school vacations and long weekends.

Ms. Carlton skillfully used relationship-building and interaction strategies to work with Trevor. Yet the impact could have been greater had she written and shared those strategies with Ms. Finch and the rest of Trevor's team via a shared document, behavior plan, or student success plan (Minahan, 2019). Likewise, if counselors, school nurses, and psychologists write and share such techniques with each classroom teacher, kids like Trevor, when triggered, wouldn't always have to leave class to find a safe adult.

Promote Predictability and Consistency

Not knowing what is coming next can put anyone on high alert, especially traumatized students. Providing predictability through visual schedules of the class agenda or school day can help. Ms. Carlton was adamant about previewing any changes to the normal routine ahead of time (saying, "We are going to have indoor recess today because of the snow," or "The DVD player isn't working so we can't watch a science video at the end of class today"). This prepared Trevor and thus elicited a calmer response.

A teacher's behavior can also feel unpredictable to traumatized students. When students are working independently and quietly—doing what they are supposed to be doing—they don't know when they will get the teacher's attention. But when students are doing the wrong thing—like drumming on the desk with a pencil in each hand or swearing—teachers are more predictable and react quickly! Because predictability is comforting to students with anxiety and trauma histories, they may resort to getting the teacher's attention through inappropriate means. Trevor could get Ms. Finch to react immediately by flipping his water bottle noisily, but could go 20 minutes without so much as eye contact from her when he was quietly reading.

To counter this imbalance and create an overall feeling of safety, teachers can use predictable positive attention (Minahan, 2014). During independent work time, if a teacher says to a student "Great work! I'll be back to check on you," the student has no way of predicting how long they need to wait—and from past experience they know that the teacher may forget to return altogether. Using predictable positive attention, however, the teacher can say, "I am going to check on you in 10 minutes," put a timer on the student's desk, and add, "Come tap me on the shoulder when the timer goes off." If the teacher has many students in the class that could benefit from this, she could transfer the strategy to small groups: "I will check on this desk group at X time."

Another strategy for providing predictable attention, especially for middle and high school students, is to hand an anxious or traumatized student a sticky note with a time on it as they walk into class each day. The first time, the note will need to be explained: "If you don't understand something in class, please don't worry—I am going to check on you during independent work time at 11:45, and I will answer any questions you have then." Ms. Carlton found this strategy comforting to Trevor. This predictable check-in pairs the negative thoughts the student may have ("I don't know how to do this") with a reassuring thought ("But my teacher will be here in seven minutes!"). The student can better tolerate uncomfortable feelings when they know help and a positive interaction are coming. Telling the student what will happen and when and *always* following through establishes the teacher as a consistent, reliable adult.

Teach Strategies to "Change the Channel"

Traumatized students often engage in inaccurate thinking, tending to focus on the negative. Common classroom management strategies often only exasperate this tendency. How many of us have seen frequent movement breaks on a student's IEP or student success plan? It is one of the most common accommodations that we offer to students who seem dysregulated. Unfortunately, during these breaks, students can ruminate on negative memories, current stressors, angry thoughts, or worries. If we ask a high school student who is getting angry and becoming agitated to take a walk, he may ruminate the whole time and return just as angry. Sending a 1st grader to a "calming chair" can leave her to perseverate on worrying thoughts. Instead, we need to help them "change the channel." Both Ms. Carlton and Ms. Finch used breaks with Trevor, but in vastly different ways.

When adults can't sleep, we often read a book or watch TV, which distracts us from uncomfortable thoughts so we can fall back asleep. Teachers can use the same principle for kids with trauma and anxiety: Teach students that their brain is like a remote control that they can use to "switch the channel" to help them calm down (Minahan & Rappaport, 2012). These switching activities are called cognitive distractions or thought breaks and are incompatible with negative thinking. A listening center or "find the picture" activity can be helpful to young children. For older students, you might try Mad Libs, trivia, or more abstract strategies such as counting all the green items in the room, saying the alphabet backwards,

or thinking of the first 10 lines of a favorite movie. Ms. Carlton taught Trevor to do *Star Wars* trivia when he was upset, which helped him calm down quickly. Conversely when Ms. Finch had Trevor go for a walk, his negative thinking would escalate, and he would often not return to class.

Give Supportive Feedback to Reduce Negative Thinking

Many traumatized students interpret information through a negativity amplifier. When a teacher says, "Please correct the first problem," the student might hear, "You are stupid." Or a student might report that the teacher screamed at her when the teacher was really using a calm tone, as even neutral facial expressions can be misinterpreted. It is helpful to smile and explicitly say when you are happy with the student, a strategy Ms. Carlton utilized. When giving negative feedback, teachers can use the positive sandwich approach—starting and ending with a positive comment: (1) "I love how you remembered the formula," (2) "You made a small calculation error there," (3) "Great job getting problem #3 correct."

Create Islands of Competence

Recognizing areas of strength in students is a powerful way to combat the poor self-concept and negative thinking associated with trauma (Jennings, 2018). To support a more accurate self-concept, teachers can provide what Robert Brooks calls "islands of competence" for students swimming in a sea of inadequacy (2003). When a student thinks negatively, the negative moments during the day tend to weigh more heavily than the positive moments. We need to counter this effect with positive experiences. Educator teams need to ask themselves, "Does the student *feel* competent during the day?" If the answer is no, contriving an island of competence for the student is in order. Ms. Carlton often asked Trevor to help a younger student or a peer who was struggling in an academic area Trevor was strong in, or had him fix the stapler when it was malfunctioning. She would also point out in a written note to Trevor that he was the first student to finish a math activity. In high school, educators may want to foster students' talents by never letting them drop electives (which might require creativity in scheduling academic support in core classes).

It is important that students experience competence to develop a more accurate self-narrative and to begin to create a positive future picture of themselves. We want them to say, "I really helped that student with her artwork. When I grow up, I could work with kids." Or "I am good at fixing things. I could be a mechanic someday."

Limit Exclusionary Practices

Behavior is communication, and we've looked at how traumatized students often communicate feelings through their behavior. Teachers' behavior is also communication—and it may not be communicating the message we are striving to send. Common teacher practices such as ignoring inappropriate behavior, sending students to the office, or sending younger kids to sit alone at a back table or in the hallway can unintentionally trigger students who have experienced abandonment or neglect. We need to remember that when some of our students were young and cried, no one came. Ignoring them can trigger a trauma

response and make them feel the teacher doesn't like them or is even happy that they are upset.

Ms. Finch would ignore Trevor when he was expressing anger, such as by crumpling up a paper, growling, or slinging a book from his desk onto the floor. On the other hand, Ms. Carlton responded to such moments at the beginning of the year by validating Trevor's feelings ("I am sorry you are upset" or "I see that you are angry"). This is a much more empathetic approach, will preserve the relationship, and will avoid triggering a trauma response in the student.

Another practice to be cautious about is using time with a preferred adult as an incentive. For example, a principal might say, "If you get all your homework done this week, you and I will have lunch together!" The problem with this is that if the student *doesn't* get all their homework done, then the principal withholds their attention and time. This implies the relationship is conditional and can trigger an abandonment trauma response for some students. It is better to use one-to-one time with students in a noncontingent way. This way adults are communicating, "I like you for who you are," not "I like you when you behave the right way."

Fostering a Feeling of Safety

Students can't learn unless they feel safe. When it comes to student trauma, there is much that is beyond educators' power, but there is also a great deal they can do to build a supportive and sensitive environment where students feel safe, comfortable, take risks, learn, and even heal.

Procedures

Commented [K1]: Review - emphasize

Teaching procedures is teaching responsibility of how to do things.

How to teach a procedure

An effective classroom is based on the teacher's ability to establish procedures.

Important Facts:

- Effective teachers teach students how to follow procedures responsibly. Ineffective teachers use controlling tactics to coerce students into compliance.
- Student success or achievement at the end of the school year is related to the degree to which the teacher establishes classroom procedures the very first week of the school year.
- It is not what teachers do to stop misbehavior that characterizes effective group management, but how they prevent problems in the first place.
- The number one problem in the classroom is not discipline; it is the lack of procedures and routines.
- All procedures must be rehearsed.

- Effective teachers manage and instruct with PROCEDURES and ROUTINES.

Definitions:

- Classroom Management – The practices and procedures a teacher uses to maintain an optimum environment in which instruction and learning can occur.
- Procedures – A method or process for getting things done in the classroom.
- Routine – An action or process done automatically, without prompting or supervision.
- Discipline – How students behave, often predicated on rewards and penalties.

Key Concepts:

- The classrooms of effective teachers exemplify The Three Cs—Coherency, Continuity, and Consistency.
- RULES dictate how students BEHAVE. PROCEDURES determine how things ARE DONE.
- RULES HAVE penalties and rewards. PROCEDURES HAVE NO penalties or rewards.
- A smooth-running classroom is the responsibility of the teacher and the result of the teacher's ability to teach procedures.
- Procedures allow the class to operate smoothly.
- Most behavior problems in the classroom are caused by the teacher's inability to teach students how to follow procedures.

How to Praise

Issue specific complimentary phrases that indicate to students that they are doing a great job. Using phrases such as good job does not indicate to the student what they did correctly and what you want everyone to do. When you affirm a deed, the student knows that are talking specifically about a task or action.

What to do if a student doesn't follow the procedures

Rehearse and reinforce. If rehearsing and reinforcing doesn't bring the proper results, change the steps and reteach or change the procedure to a rule.

Teaching Procedures

Taking the time to teach a procedure is not a waste of time. Wasted time is when there are no procedures and you take longer and longer each agonizing time to bark out orders for students to do something each and every time, wasting valuable classroom instructional time.

Follow the three steps to teaching a procedure (Teach, Rehearse, Reinforce) no matter the grade level. Teach procedures using three steps:

- **Teach** Explain and model the procedure
- **Rehearse** Break students into small groups to practice with each other. If a procedure is not done correctly, there is no consequence. You simply do what the good coaches and great music teachers do – run the play again. Some students will need a great deal of practice

- **Reinforce** Encourage a student who follows a procedure by specifically affirming the action or deed, rather than by dispensing a generic work of affirmation. “I see you know where to put your book bac k when you come to class” rather than “good job”.

The Effective Teacher: 1. Has planned and structured procedures for every activity. 2. Teaches the procedures for each activity early in the year. 3. Rehearses the class so that procedures become class routines. 4. Reinforces procedures when appropriate and reteaches procedures when necessary.

Example:

Students, we will be going to the playground when the bell rings. Since this is the first time we'll be walking as a class, we have a procedure for walking down the halls as a class. Let's learn that procedure. Here are the steps:

Stand up and push your chair in so no one trips over it.

Let's all do it. Thank you, Sam, for pushing in your chair. Thank you, Lavonda, for pushing in your chair.

Thank you, thank you.

I call this next step, “Zip and Flip.” Here, you zip your lips and seal them tight so there's no talking. Then, flip your arms over crossed in front of you. Any questions?

Mica, let me see you do it. Excellent. I like the way you crossed your arms. Cole, let me see you do it.

Right. Good job on zipping your lips. Let me see all of you do it. Thank you. Please drop your crossed hands. Now, Zip and Flip again. Wonderful. Keep that position.

Next, we are going to line up outside the door. I will call you by your tables to come and get in line. When you get in the line, please do not touch or bump into anyone in front or in back of you. Leave some space between you and the next person so you are not touching. These tables first. These tables next.

Remember, ZIP and Flip.

Will the light monitor, please shut the lights and close the door. Thank you.

Look at your class in the hallway. Students, notice how no one is touching anyone. Everyone is doing a Zip and Flip. You are doing the procedure correctly. Thank you.

Please keep following that procedure as we walk to the playground.

Monitor and assess your students. If someone does not follow the procedure, stop the entire class and reteach to reinforce the procedure before proceeding.

When you get to the playground, say to the class, "When the bell rings our class is to line up behind this mark. Is there anyone who does not understand?" And when you line up, what position are you going to take? That's correct. Zip and Flip.

OK. Let's practice. Please line up behind the mark. They go and line up.

You have shown me you know how to line up and walk the hallways. I'm so proud of you. Go and play.

Thank you.

Examples of Possible Procedures

List of Procedures

- Start of class routine
- Agenda
- Opening Assignment
- Taking Attendance
- Collecting Lunch counts
- Transition time routines
- Dismissing class
- Collecting notes and forms
- Classroom tardiness
- Absent Folder
- Accessing and using Google Classroom
- Organizing Homework
- Paper Headings
- Unfinished Class Assignments
- Emergency preparedness – these will be provided for you
- Getting student's attention
- How student's get the teachers attention
- Classroom jobs
- Classroom phone ringing
- Bathroom breaks
- Replacing dull or broken pencils
- Keeping Desks orderly
- Collecting and returning papers
- Classroom transitions
- Keeping students on task
- Finishing Work Early
- Missing Assignment Slip

- Daily Closing Message
- Guideline Infraction notice
- Morning Meetings
- Class discussions
- Working in groups
- Note taking
- Reading a textbook
- Read any place time
- Taking a test
- Students Correcting work
- Cultivating Social Skills
- Hand washing
- Snack Time
- Walking to another location
- Handling student anxiety
- New student orientation
- The angry student
- Death of a student, parent, staff
- Substitute Teacher Handbook
- A Teacher Aide/Paraprofessional
- Parent Volunteers
- Classroom Visitors
- Parent Teacher Conferences
- Back to School Night
- Desk and locker organization/clean up
- Home and School Connection
- Technology in the classroom
- Movement management – transitions, small/collaborative groups, whole group instruction
- Teacher's desk and storage areas
- Student desks and storage areas
- Storage for common materials
- Drinking fountains, sink, pencil sharpener
- Centers or equipment areas
- Board
- Attention during presentations
- Participation Talk among students
- Obtaining help
- When individual work has been completed
- Beginning the school day
- Leaving the room
- Returning to the room
- Ending the day

Procedures for Small-Group Instruction

- Getting the class ready
- Student movement
- Expected behavior in the group
- Expected behavior of students out of group
- Materials and supplies

Procedures for Cooperative Group Activities

- Roles of group members
- Expected behaviors
- Interaction to include every member
- Interaction to move toward instructional goals

General Procedures

- Distributing materials
- Classroom helpers (students)
- Interruptions or delays
- Restrooms
- Library, resource room, school office
- Cafeteria
- Playground
- Fire and disaster drills
- Classroom helpers (parents, aide, etc.)

Group Work

1. Be clear and specific about the task.
2. Make production the outcome.
3. Model successful transitions and interactions.
4. Monitor progress, time, and noise.
5. Incorporate community builders.

Teachers are more likely to design and implement meaningful group activities when they have the management strategies to do so. Taking the proactive steps like those we've described can enhance engagement while curbing the chaos.

[5 Tips for Making Group Work Manageable | Edutopia](#)

Preparing for a Substitute

Create a handbook for the substitute who may teach in your absence. Include the following: Class roll, seating chart, copy of classroom rule and consequences, daily schedule, list of medical alerts and medication times, emergency lesson plans, emergency procedures, names of teachers and students who can provide assistance, and map of school.

Managing Cooperative Groups

Managing Cooperative Learning Groups: Strategies and Routines That Support Cooperative Learning Room arrangement, talk and movement procedures, group attention signals,

promoting interdependence within the group, and individual accountability. Monitoring Student Work and Behavior. Effective Group Work Skills

Procedures to consider for cooperative grouping are Social Skills/ Explaining Skills/ Leadership Skills: Active listening includes listening to others without interrupting, being able to summarize other's ideas, incorporating them into the discussion, and using them constructively in completing the group's assignment.

Fostering Student Accountability

Additional procedures are needed to encourage students to complete assignments and to engage in other learning activities. Ultimately, the goal of any accountability system is to help students develop into independent learners; thus, your procedures should give as much responsibility as possible to the students themselves, rather than having the student depend on either you or their parents to see that assignments are completed.

- Clear Communication of Assignments and Work Requirements
- Monitoring Progress on and Completion of Assignments
- Feedback to Students

Before the first day

Planning for a Good Beginning

Planning for a warm and friendly learning environment for your student is a positive first step in starting the school year. Some typical activities include:

- Greeting the students, introductions, room description, get-acquainted activities, presentation and discussion of rules, procedures, and consequences, content activities, time fillers, administrative activities (distributing textbooks, etc.).

Communicating with Parents

Prepare a letter to send home explaining any essential information not already covered in school handouts. Typically, teachers at one grade level collaborate on the letter. A cheerful, friendly letter that is neat, legible, grammatically correct, and free of misspellings will create a good impression and communicate a professional image to the parents. The letter may include: Information about yourself, materials or supplies their child will need, class schedule with conference times and how parents may reach you, curriculum units or special field trips, and special events for parents.

Special Problems

Interruptions by office staff, parents, custodians, and others; late arrivals on the first day; one or more children are assigned to your class after the first day; child forgets lunch money or supplies; large amount of paperwork the first week of school; child forgets bus number or misses bus; insufficient number of textbooks or materials; student disability that interferes with understanding or following directions; crying; wetting; child becomes sick.

[Classroom Management Guide \(unco.edu\)](http://unco.edu)

On the First Day

What to have ready on the first day:

Classroom Management Plan

- The plan outlines your procedures that will help your classroom run smoothly. Procedures need to be taught, rehearsed, and reinforced until they become routines. Examples of needed procedures – How to enter the classroom, what to do when the bell rings, what to do with homework, what to do when a pencil breaks, what do students do when they finish their homework, how to get students' attention, where to find make up work, how to collect papers, what to do with personal technology, how to exit the classroom.
- The plan outlines a classroom discipline plan. Establish rules with your students to help keep behavior in check. Provide positive consequences and negative consequences
- Set positive expectations for all students.
- Plan to welcome students to class
- Prepare a first day script or agenda or outline to make sure that you have covered everything
- Prepare a first day packet with a intro cover letter, classroom rules and consequences, homework policy, class contact list, supply list, acknowledgement receipt
- Lesson plans
- Opening Assignment
- Organize the classroom
- Prepare a presentation for your students with the beginning procedures

Discipline Plan

The ultimate aim of any discipline plan is to teach students self-discipline.

Important Facts:

- Discipline is behavior management, not classroom management.
- A well-managed classroom will minimize your discipline problems.
- School must be a safe, protected, and controlled environment where students come to learn and interact with each other without fear.
- Behavior is caused. Discipline is learned.
- Prevention is much more effective than intervention.
- The function of a rule is to prevent or encourage behavior by clearly stating the expectations you have of students.
- Rules must have consequences.
- Little or no learning takes place when a teacher has to take time away from teaching to enforce rules.
- The best reward is the satisfaction of a job well done.

Definitions:

- Rule – Specific behavior expectation.
- General rules – Encompass a wide range of behaviors.
- Specific rules – Focus on particular behaviors.
- Consequence – The result of a person's chosen action.
- Negative Consequences – What happens to students if rules are broken.
- Positive Consequences – What students receive for appropriate behavior.
- Rewards – Positive consequences that result when people abide by the rules.
- Penalties – Negative consequences that result when people break the rules.

Key Concepts:

- A discipline plan is part of a larger classroom management plan.
- There are two types of rules: General and Specific.
- A reward results in momentary, extrinsic motivation. Specific praise results in intrinsic motivation.
- There are two distinct approaches to behavior management:
 - Teacher monitors the classroom and enforces rules with penalties and rewards.
 - Teacher and students work out a cooperative discipline plan to solve problems together.

[Ron Clark's Essential 55](#)

Ron Clark provides an essential 55 – rules to assist a classroom in learning. You don't have to use any or all of these. Pick the ones that you struggle with in your classroom or the ones that make the most sense to you. We all have different levels of tolerance.

"The Essential 55" by Ron Clark

- Rule #1: When responding to any adult, you must answer by saying "Yes ma'am" or "No sir."
- Rule #2: Make eye contact. When someone is speaking, keep your eyes on him or her at all times.
- Rule #3: If someone in the class wins a game or does something well, we will congratulate that person.
- Rule #4: During discussions, respect other students' comments, opinions, and ideas.
- Rule #5: If you win or do well at something, do not brag. If you lose, do not show anger.
- Rule #6: If you are asked a question in conversation, you should ask a question in return.
- Rule #7: When you cough or sneeze or burp, it is appropriate to turn your head away from others and cover your mouth with the full part of your hand. Using a fist is not acceptable.
- Rule #8: Do not smack your lips, tsk, roll your eyes, or show disrespect with gestures.
- Rule #9: Always say thank you when I give you something. If you do not say it within three seconds after receiving the item, I will take it back. There is no excuse for not showing appreciation.

- Rule #10: When you are given something from someone, never insult that person by making a negative comment about the gift or by insinuating that it wasn't appreciated.
- Rule #11: Surprise others by performing random acts of kindness.
- Rule #12: Occasionally we may grade each other's papers as a group. When grading other students' papers, if you give someone an incorrect grade, whether it is higher or lower than they deserve, the amount the grade differs from the actual grade will be deducted from your paper.
- Rule #13: When we read together in class, you must follow along. If I call on you to read, you must know exactly where we are and begin reading immediately.
- Rule #14: Answer all questions with a complete sentence.
- Rule #15: At times throughout the year, I will give rewards for good behavior, academic performances, and other acts worthy of praise. If you ever ask me for a reward, however, it will not be given. It is rude to ask if you are getting something for good behavior.
- Rule #16: Homework will be turned in each day for each subject by every student with no exceptions.
- Rule #17: When we are in a transition from one subject to the other, the change will be swift, quiet, and orderly.
- Rule #18: You will make every effort to be as organized as possible.
- Rule #19: When I assign homework, there is to be no moaning or complaining. This will result in a doubled assignment.
- Rule #20: While you are with a substitute teacher, you will obey the same rules that you follow when I am with you.
- Rule #21: We will follow certain classroom protocols. We will be organized, efficient, and on task.
- Rule #22: You may bring a bottle of water and leave it on your desk. Do not ask me if you can get water while I am teaching a lesson. You can even have food at your desk as long as others don't see it and I don't hear you eat it.
- Rule #23: Quickly learn the names of other teachers in the school and greet them by saying things like, "Good morning, Mrs. Graham," or "Good afternoon, Ms. Ortiz. That is a pretty dress."
- Rule #24: Flush the toilet and wash your hands after using the rest room.
- Rule #25: We will often have visitors to our school. If someone is coming to visit our class, I will send two students to the front door of the building. You will have a sign welcoming the person. When our visitor arrives, you will shake hands, tell him or her who you are, and welcome the person to our school. You will then take the visitor on a small tour of the building before bringing him or her to the classroom.
- Rule #26: Do not save seats in the lunchroom. If someone wants to sit down, let him or her. Do not try to exclude anyone.
- Rule #27: If I or any other teacher in the school is speaking to or disciplining a student, do not look at the student.
- Rule #28: If you have a question about your homework, you may call me.

- Rule #29: There are several manners dealing with food that you must follow: I call these my ABCs of Etiquette.
- Rule #30: After we eat, we will clean up after ourselves.
- Rule #31: When we stay at a hotel room, it is appropriate to leave a tip on the pillow for the hotel workers who are responsible for cleaning the room after our stay.
- Rule #32: When we ride on a bus, we will always sit facing forward. We will never turn around to talk to other students, stick anything out of the windows, or get out of our seats. When we exit the bus, we will always thank the bus driver and tell him to have a good day.
- Rule #33: When we go on field trips, we will meet different people. When I introduce you to people, make sure that you remember their names. Then when we are leaving, make sure to shake their hands and thank them, mentioning their names as you do so.
- Rule #34: Whenever you are offered food, whether it be on a buffet or treats in a class, never take more than your fair share.
- Rule #35: Whether we are in school or on a field trip, if someone drops something, pick it up and hand it back to them.
- Rule #36: If you approach a door and someone is following you, hold the door. If the door opens by pulling, pull it open, stand to the side, and allow the other person to pass through first, then you can walk through. If the door opens by pushing, hold the door after you pass through.
- Rule #37: If someone bumps into you, even if it was not your fault, say, "Excuse me."
- Rule #38: When we are on a field trip, there will be no talking as we enter a building.
- Rule #39: If we are on a field trip, it is a good idea to compliment something about the place where we are visiting.
- Rule #40: During an assembly, do not speak and do not look around and try to get the attention of your friends in other classes.
- Rule #41: When you answer the phone at your house, you must do so in an appropriate manner.
- Rule #42: When we return from a trip, you will shake my hand as well as the hands of every chaperone. You will thank us for taking time to take you on the trip, and you will let us know that you appreciate having the opportunity to go.
- Rule #43: When we are on field trips and we have to go up escalators, we will stand to the right. That will give other individuals who are in a hurry the option of walking up the left-hand side of the escalator. When we are going to enter an elevator, the subway, or a doorway, we will wait for others to exit before we enter.
- Rule #44: When in a line, walk single file, two to three feet behind the person in front of you with your arms at your sides. You should face forward at all times. There should be absolutely no talking.
- Rule #45: Never cut line. If someone cuts in front of you, do not say anything about it. Let it happen, but let me know about it. I will handle the situation. If you fuss with someone who has cut in line, you will get in trouble as well. It is not worth it; just let me know what happened. Please handle all disputes with other classmates in

the same manner, by coming to me with any problems before you take matters into your own hands.

- Rule #46: When we go to a movie theater, there will be no talking whatsoever.
- Rule #47: Do not bring Doritos into the school building.
- Rule #48: If any child in this school is bothering you, let me know. I am your teacher, and I am here to look after and protect you.
- Rule #49: Stand up for what you believe in.
- Rule #50: Be positive and enjoy life. Some things aren't worth getting upset over. Keep everything in perspective and focus on the good in your life.
- Rule #51: Live so that you will never have regrets. If there is something you want to do, do it! Never let fear, doubt, or other obstacles stand in your way.
- Rule #52: Accept that you are going to make mistakes. Learn from them and move on.
- Rule #53: No matter what the circumstances, always be honest. Even if you have done something wrong, it is best to admit it to me, because I will respect that, and oftentimes I will forget any disciplinary measures because of your honesty.
- Rule #54: Carpe diem. You only live today once, so don't waste it.
- Rule #55: Be the best person you can be.

For the First Day

It's all in how you start – greet the students at the door, students go through their start of class routine, they sit in their assigned seats, they look at the agenda and being the opening assignment.

The first day and every day: greet your students at the door. Welcome them. Let them know that you are happy they are here. Say it every day. (Research shows that when a teacher greets their students at the door, there was an increase in student engagement from 45% to 72%. Secondly, research shows that students got to work faster when they were greeted at the door. (Allday, University of Kentucky)

Create a daily agenda area where students know to look for their daily work, do now, and the day's objective.

Checklist Preparation for the Beginning of School

- Are your room and materials ready?
- Have you decided on your class procedures, rules, and associated consequences?
- Are you familiar with the parts of the school that you and your students may use (cafeteria, office, halls, restrooms, gymnasium, computer lab) and any procedures for their use?
- Do you have a complete class roster?
- Do you have file information on your students, including information on reading and math achievement levels from previous teachers, test results, and any other information?

- Do you know whether you have any students with disabilities who should be accommodated in your room arrangement or in instruction?
- Do you have adequate numbers of textbooks, desks, and class materials?
- Do you have the teachers' editions of your textbooks?
- Do you know the procedures for the arrival and departure of students on the first day? Afterwards?
- Are students' name tags ready? Do you have blank ones?
- Do you have your first day's plan of activities ready?
- Does your daily schedule accommodate special classes or "pull-out" programs?
- Do you have time-filler activities?
- Do you have a letter ready to send home to parents?
- Do you know when and how you can obtain assistance from school staff?

Always have an opening assignment (bell work, activity, get going activity, DOL, morning work, warm ups do now, opening sponge activity, write now) for students to get engaged in the work of the day.

Classroom Management Resources

[New Teachers: Fundamentals of Classroom Management | Edutopia](#)

What Works Clearinghouse: Reducing Behavior Problems in the Elementary Classroom

[WWC | Reducing Behavior Problems in the Elementary School Classroom](#)

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2024-2025

Human Resources Employee Handbook



If you have difficulty accessing the information in this document because of a disability, please email district-clerk@gallatingatewayschool.com.

Gallatin Gateway School District does not discriminate on the basis of gender, age, race, nationality, religion, disability, socioeconomic standing or non-proficiency in English language skills in providing educational services for students' benefit.

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Employee Handbook Receipt

I hereby acknowledge receipt of a copy of the Gallatin Gateway School District Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

Please indicate your choice by checking the appropriate box below:

I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.

I choose to receive a hard copy of the employee handbook and understand I am required to contact campus administrator to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the department head if I have questions or concerns or need further explanation.

Staff Name

Date

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Our employees are our most valuable asset. GGS wants to ensure that everyone has a positive experience, understands the basic processes and procedures that are expected of all employees. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to Brittney Bateman, Human Resources/District Clerk.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of non-contract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office.

District policies can be accessed online at: [Gallatin Gateway School District Policy Manual by Montana School Boards Association - Issuu](#)

Employment

Except where expressly provided to the contrary, personnel policies apply uniformly to the employed staff of the District. However, where there is a conflict between the terms of a collective bargaining agreement and the District's policy, the collective bargaining agreement shall prevail for the certified staff. When a matter is not specifically provided for in an applicable collective bargaining agreement, the policies of the Board shall govern.

Equal Employment Opportunity, Non-Discrimination, and Sex Equity

Policies 5002-R, 5010-R, 5012-R

In its efforts to promote nondiscrimination and as required by law, Gallatin Gateway School District does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator or Superintendent.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: Brittney Bateman, District-Clerk/Human Resources, 100 Mill Street, Gallatin Gateway, MT 59730, 406-763-4415 or district-clerk@gallatingatewayschool.com. Reports can be made at any time and by any

person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: Marissa Schultz, Section 504 Coordinator, 100 Mill Street, Gallatin Gateway, MT 59730, 406-763-4415, schultz@gallatingatewayschool.com.

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Conflicts of Interest

Policy 5225

Employees shall refrain from any activity that can be reasonably seen as creating a conflict of interest with their duties and responsibilities as employees of the District.

The following conduct is specifically prohibited:

- Using public time, facilities, equipment, supplies, personnel, or funds for the employee's private business purposes;
- Engaging in a substantial financial transaction for the employee's private business purposes with a person whom the employee inspects or supervises in the course of official duties;
- Assisting any person for a fee or other compensation in obtaining a contract, claim, license, or other economic benefit from the District;
- Assisting any person for a contingent fee in obtaining a contract, claim, license, or other economic benefit from the District;
- Performing an official act directly and substantially affecting to its economic benefit a business or other undertaking in which the employee either has a substantial financial interest or is engaged as counsel, consultant, representative, or agent; or
- Soliciting or accepting employment, or engaging in negotiations or meetings to consider employment, with a person whom the employee regulates in the course of official duties without first giving written notification to the employee's supervisor and Superintendent.

Employees who violate this policy will be subject to disciplinary action, up to and including termination from employment.

Discipline and Discharge

Certified employees' discipline and discharge follows the Certified Master Agreement as well as relevant provisions of applicable law.

Classified employees' discipline and dismissal will follow relevant provisions of applicable law.

Disciplinary Process

Policy 5255

District employees who fail to fulfill their job responsibilities or to follow reasonable directions of their supervisors, or who conduct themselves on or off the job in ways that affect school operations, may be subject to discipline. Behavior, conduct, or action that may call for disciplinary action or dismissal includes but is not limited to reasonable job-related grounds based on a failure to satisfactorily perform job duties, disruption of the District's operation, or other legitimate reasons.

Discipline will be reasonably appropriate to the circumstance and will include but not be limited to a supervisor's right to reprimand an employee and the Superintendent's right to suspend an employee, without pay, or to impose other appropriate disciplinary sanctions. Disciplinary sanctions, including all forms of reprimands, will be documented and placed in the employees personnel file accordance with Policy 5231. In accordance with Montana law, only the Board may terminate an employee or non-renew employment.

The Superintendent is authorized to immediately suspend a staff member, with pay, in a non-disciplinary manner.

Progressive Discipline Process

The district follows a progressive disciplinary process for all staff. All staff may be disciplined for any conduct that is deemed inappropriate by the District. Minor disciplinary actions include, without limitation thereto, verbal or written reprimands, suspension with pay, or suspension with pay for a period of five (5) days or less. Employees may be terminated for direct violations of Governing Board policies.

At any time during the process, the employee may bring association representatives to attend the steps below. The representative is there solely for employee support, and may not share their opinions or thoughts about the process or issue.

Step 1: Counseling/Verbal Warning

Counseling/Verbal Warning sessions are used to bring a problem to the attention of the employee before it becomes so serious that it has to become part of a written warning and placed in the employee's file. This time is used to clarify expectations, answer questions and confusions, and how to move forward in a positive manner. Email follow up is provided but not entered into the personnel file.

Step 2: Written Warning

Clarification of expectations regarding the staff's behavior/actions and focuses on a 2nd offense of an already counseled situation. The written warning will have three components: statement of past issues, statement of current situation with employee explanation, and statement of expectations for the future with consequences for continued violations. The information will be presented to the employee.

Step 3: Written Reprimand

Similar actions from step 2 with definitive consequences for violations. This letter goes in the employee's personnel record.

Step 4: Suspension (with pay)

Steps 1-3 have been completed. This formal meeting takes place when an employee continues to engage in the behavior outlined in Steps 1-3.

Step 5: Termination/Non-Renewal

This is the last step in the progressive discipline process. A hearing will take place with the staff member permitted to bring representation.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee's conviction, within ten (10) days after receiving notice of the conviction.

Drug and Alcohol-Free Workplace

All District workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on District premises or while performing work for the District. Distribution, consumption, use, possession, or being under the influence of alcohol or marijuana while on District premises or while performing work for the District.

A controlled substance is one which is:

- not legally obtainable;
- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state-controlled substance acts.

As a condition of employment, each employee shall:

- abide by the terms of the District policy respecting a drug- and alcohol-free workplace; and
- notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five (5) days after such a conviction.

In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:

- provide each employee with a copy of the District Drug- and Alcohol-Free Workplace policy (Policy 5226);
- post notice of the District Drug- and Alcohol-Free Workplace policy in a place where other information for employees is posted;

- enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees; and
- inform employees of available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs.

An employee who violates this policy may be subject to disciplinary action, including termination. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within thirty (30) days after receiving notice of the conviction. Should District employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate state or federal agency from which the District receives contract or grant moneys of the employee's conviction, within ten (10) days after receiving notice of the conviction.

Drug-Free Workplace

Policy 5226

All District workplaces are drug- and alcohol-free. All employees are prohibited from:

- Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of a controlled substance while on District premises or while performing work for the District, including employees possessing a "medical marijuana" card.
- Distributing, consuming, using, possessing, or being under the influence of alcohol while on District premises or while performing work for the District.

For purposes of this policy, a controlled substance is one that is:

- Not legally obtainable;
- Being used in a manner other than as prescribed;
- Legally obtainable but has not been legally obtained; or
- Referenced in federal or state controlled-substance acts.

As a condition of employment, each employee will:

- Abide by the terms of the District policy respecting a drug- and alcohol-free workplace; and
- Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.

In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:

- Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
- Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;

- Enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs, to provide information to District employees; and
- Inform employees of available drug and alcohol counseling, rehabilitation, reentry, and any employee-assistance programs.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee's conviction, within ten (10) days after receiving notice of the conviction.

Emergency School Closing

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website, NEWS and Catapult.

Information about changes to the school day schedule or closures will be posted to GGS Facebook and Twitter.

Emergencies

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Employee Email and Online Services Usage

Email is defined as a communications tool whereby electronic messages are prepared, sent and retrieved on school computers. Online services (i.e., the Internet) are defined as a communications tool whereby information, reference material and messages are sent and retrieved electronically on personal computers. Staff members are expected to check email accounts at least twice daily to ensure timely retrieval of information and by 3:00pm to retrieve messages for students.

Because of the unique nature of email/Internet, and because of the District's desire to protect its interest with regard to its electronic records, the following rules have been established to address email/Internet usage by all employees:

- The District email and Internet systems are intended to be used for educational purposes only. Be cautious when naming children or adults in emails. Emails become district property and are discoverable in any hearings or trials.
- Use for informal or personal purposes is permissible within reasonable limits.
- All email/Internet records are considered District records and should be transmitted only to individuals who have a need to receive them.
- Additionally, email/Internet records are subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process.
- Employees should always ensure that the educational information contained in email/Internet messages is accurate, appropriate, and lawful.
- Email/Internet messages by employees may not necessarily reflect the views of the District.
- Abuse of the email or Internet systems, through excessive personal use, or use in violation of the law or District policies, will result in disciplinary action, up to and including termination of employment.

While the District does not intend to regularly review employees' email/Internet records, employees have no right or expectation of privacy in email or the Internet. The District owns the computer and software making up the email and Internet system and permits employees to use them in the performance of their duties for the District. Email messages and Internet records are to be treated like shared paper files, with the expectation that anything in them is available for review by the Superintendent.

The on-campus and off-campus conduct of employees may impact their ability to function professionally and effectively in the District. Given student and parent interest in and use of electronic media, this is especially true as related to employees' action on electronic social networking websites. Employees may not set up or update their personal electronic social networking websites using the District's computers, network, equipment, or work hours. Employees who set up personal electronic social networking webpages on their home or personal computers are responsible for the content of their webpages, including but not limited to: content added by employees, their friends or members of the public who can access their webpages; or content that is linked to the employees' webpages.

Employees who set up personal websites or web pages do so at their own risk; however, employees are strongly encouraged to keep their personal web pages private and to prevent students and the parents of students from accessing their personal webpages. Maintenance of personal media sites is prohibited during work hours.

All staff members must complete an Internet Use Agreement yearly and return it to the district clerk.

Facility Use

Policy 4330-R

Employees who wish to use district facilities after school hours must follow established procedures. The District Administrative Office is responsible for scheduling the use of facilities after school hours, and to request to use school facilities, as well as, to obtain information on the fees charged.

Community Use of School Facilities

School facilities are available to the community for educational, civic, cultural, and other noncommercial uses consistent with the public interest, when such use will not interfere with the school program or school-sponsored activities. Use of school facilities for school purposes has precedence over all other uses. Persons on school premises must abide by District conduct rules at all times.

Student and school-related organizations shall be granted the use of school facilities at no cost. Other organizations granted the use of school facilities shall pay fees and costs. The Superintendent will develop procedures to manage community use of school facilities, which will be reviewed and approved by the Board. Use of school facilities requires the Superintendent's approval and is subject to the procedures.

Should a conflict arise, the District reserves the right to cancel an approved request when it is determined that the facilities are needed for school purposes. Requests for use of school facilities must be submitted to the Superintendent's office in advance of the event.

The requesting organization or individual must complete, sign, and return an "assumption of risk" statement prior to the use of the facilities or grounds.

Fair Labor Standards Act

Certified employees: GGS and MFPE have developed a collective bargaining agreement (aka Master Agreement). It is available in the shared Google drive.

Classified staff regular working hours will be set by the Superintendent. Classified staff may not work before, beyond, or outside their established working hours and are not to work overtime without prior authorization from the Superintendent. Overtime is defined as time worked over 40 hours in one week, or hours beyond those designated by contract. A week is defined as seven consecutive days covering Monday through Sunday.

All time sheets must be a true reflection of all time worked, whether it is more or less than regularly scheduled work hours. Classified employees who fail to comply with established procedures will be given a written corrective statement and may result in disciplinary action in accordance with applicable provisions of Board policy, administrative procedures, and collective bargaining agreements. More information can also be found under "Work Day."

Job Responsibilities

All employees receive a copy of their job description and responsibilities for review, and must initial, with each contract issuance. Superintendent may assign other duties as needed. Employees should ask the Superintendent if they have questions regarding their assigned duties and/or responsibilities. For additional information, please refer to Board policy.

Job Vacancy Announcements

Announcements of job vacancies by position and location are posted on a regular basis to the district's website: Gallatin Gateway School Employment. Job postings are also available on the Office of Public Instruction website and other local resources. All open positions are advertised before interviewing and offering a position to a candidate.

Hiring Process Checklist

The purpose of this process documentation is to ensure that the best candidate is selected for all open positions.

- Received written resignation from staff member
- Verify salary/wage for position and accounting code string
- Post every position for 10 days before screening process
- Screening Committee
 - Committee Members
 - Selection Criteria based on job description
 - Selection Committee Date: _____
 - Public Notification of Committee Meeting
 - Candidate notification for interview Date: _____
 - In-person Virtual
- Interview Process
 - Interview Committee Selection
 - Questions and Rubric Established
 - Training of Committee
 - Rubric use
 - Questions
 - Topics and Questions not permitted
 - Confidentiality
- Interviews
 - Interview Packets
 - Resume
 - Application
 - Letters of Recommendation
 - Rubric/Questions
 - Interview packets completed and returned to the Committee Chair
 - Candidate Selection
 - Selection Criteria
- Notification, in writing, from committee indicating selected applicants (form)

Onboarding Checklist

Name: _____

Position: _____

Start Date: _____

- Application Turned In
- Application Screened
- Interview Scheduled Date: _____
- Reference Checks Date: _____
- Offered Position Date: _____
- Accepted Position Date: _____
- Contract Drafted
 - Contract Returned & Signed

- SEIS Number New Existing #: _____
- Universal Background Sent Date: _____
- Universal Background Read Date: _____ Approved Disqualifiers
- Fingerprint Cards Completed and Sent Date: _____
- Fingerprint Results Received Date: _____ Approved Disqualifiers
- New Hire Orientation Date: _____
- HR & Staff Handbook Acknowledgement
 - Payroll Paperwork Certified Classified Coach
 - Substitute
 - Insurance
 - Flex
 - Entered in BMS #: _____
 - BMS Timecard Made
 - Entered on MT New Hire Reporting
 - Entered into PERS/TRS
 - Safeschools
- Entered into Infinite Campus
- Classified Probationary Period Begins: _____ Ends: _____
- Evaluation
- Recommendation to the board

Name and Address Changes

It is important that employment records be kept up to date. It is the responsibility of the employee if there are any changes or corrections to their name, home address, contact telephone number, or emergency contact. Contact Brittney Bateman in HR to make name and address changes.

Outside Employment or Activities

Employees may not perform any duties related to an outside job during their regular working hours.

Participation in Political Activities

Staff members may exercise their right to participate fully in affairs of public interest on a local, county, state, and national level, on the same basis as any citizen in public or private employment and within the law.

Staff members may, within the limitations imposed by state and federal laws and regulations, choose any side of a particular issue and support their viewpoints as they desire, by vote, discussion, or persuading others. Such discussion and persuasion, however, may not be carried on during the performance of District duties.

On all controversial issues, staff members are expected to make clear that the viewpoints they represent are personal and are not to be interpreted as the District's official viewpoint.

No staff member may use District facilities, equipment, or supplies in connection with his/her campaigning, nor may he/she use any time during the work day for campaign purposes.

Personnel Records

Policy 5231

The District maintains a complete confidential and permanent personnel record for every current and former employee. The employees' personnel records will be maintained in the District's administrative office, under the Superintendent's direct supervision. Employees will be given a copy of their personnel record upon request.

No material derogatory to an employee's conduct, service, character, or personality shall be placed in the file, unless such placement is authorized by the Superintendent, as indicated by his initials, and unless the employee has had the opportunity to read the material. The employee shall be entitled to respond to the material and to have that response placed in the file, if requested in a reasonable period of time, not to exceed 60 days.

The District may release public information regarding the professional qualifications, degrees, and experience of teachers and the qualifications of paraprofessionals to parents upon request.

Access to other information is governed by Policy 4340.

Personnel records must be kept for 10 years after separation of employment.

Personal Cell Phones

Personal cell phones are used throughout the day to communicate with other staff and for emergency purposes. Please do not utilize your cell phone during instructional times for personal reasons that includes Facetime, text messages, phone calls, or other methods of communication while in the presence of children. We must provide students with a model of acceptable use of our phones.

Reduction in Force

Certified employees' reduction in force process is determined by the Certified Master Agreement. The Board has the exclusive authority to determine the appropriate number of employees. Classified employees shall have no expectation of continued employment with the District upon the expiration of the term of the contract. Without Board action employment will automatically terminate upon expiration of the contract. In the event of a reduction in force, the district administration will complete a rubric prioritizing each position.

Release of General Staff Information

A staff member's address and personal phone number will not be released by the District. Such information may be disclosed if a staff member authorizes in writing for the District to do so.

Religious Expression

Staff members are representatives of the District and must "navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed." They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression. (Policy 2332)

Retaliation

Any individual participating in an investigation or proceeding under this policy may notify the

Superintendent, or in the case the allegation involves the Superintendent, the Board, if they believe they are being retaliated against for participating in the investigation or proceeding. The District prohibits retaliation against individuals making complaints under this policy and participating in any investigation that may ensue. The District may discipline students or staff members determined to have retaliated against any individual for participating in an investigation or proceeding under this policy

Retirement

To assist Gallatin Gateway School in its planning efforts, staff members considering retirement are encouraged to notify the District as early as possible.

Staff Development

The Board recognizes the importance of continued educational experiences and other professional development activities as a means to improve job performance. The District has required professional learning opportunities to include Safe Schools, FEMA (every 3 years), and PIR and PD days.

All requests for District payment of professional development require prior administrative approval. Staff requesting approval for professional development funding should complete the Professional Development Application.

All requests for release time from regular work duties to attend meetings or conferences will be decided based on such factors as availability of funds, consistency with District and building goals, amount of leave taken away from the classroom instruction, and job assignment. Requests require prior Superintendent approval for attendance.

Meetings and conferences devoted primarily or exclusively to organizational or business affairs of staff member collective bargaining units, political workshops, training sessions for consultation committees, and like activities will not be considered as appropriate activities for the expenditure of District funds or for the use of work hours.

Staff Dress and Grooming

All staff are expected to be neat, clean, and to wear appropriate dress for work that is in good taste and suitable for the job at hand. No mode of attire will be considered proper if it distracts from or is disruptive of the positive learning environment of the school to which the employee is assigned or the District office.

As professionals, teachers are expected to observe standards of dress and appearance comparable to that which is generally found acceptable within our business and professional communities. Spaghetti strap tops, low necklines, and muscle shirts are not acceptable attire for school days. Jeans are acceptable. Foot wear should be appropriate for the setting.

Exercise leggings are not permissible. Exercise attire is what you would wear to the gym or to work out. Clothing acceptable in a physical education setting is not acceptable for classroom instruction.

Tobacco-Free Policy

- The District maintains tobacco-free buildings and grounds, as required by Montana law. Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco or any other tobacco or nicotine innovation.
- Use of tobacco products in a public-school building or on public school property is prohibited, unless the use of a tobacco product in a classroom or on other school property as part of a lecture, demonstration, or educational forum sanctioned by a school administrator or faculty member concerning the risks associated with using tobacco products.
- "Public school building or public-school property" means:
 - Public land, fixtures, buildings, or other property owned or occupied by an institution for the teaching of minor children that is established and maintained under the laws of the state of Montana at public expense; and
 - Includes playgrounds, school steps, parking lots, administration buildings, athletic facilities, gymnasiums, locker rooms, and school buses.

Travel- District Business

School personnel are reimbursed for travel that is required as part of their duties or for school-related activities approved in advance by the Superintendent. Reimbursement for mileage and expenses incurred in travel for the District is made in accordance with statutory limitations. Staff should submit a Travel Reimbursement Form and as warranted, a Reimbursement Claim Form and Professional Development Application to the Superintendent to receive reimbursement for travel expenses.

District employees will be reimbursed for meals, mileage, and lodging while away from the building and while engaged in official District business. Reimbursement rates for meals will be in accordance with 2-18-501, MCA:

- up to \$7 for the morning meal, up to \$11 for the midday meal, and up to \$18 for the evening meal (not including alcoholic beverages or gratuity);
- All claims for meal(s) and lodging reimbursement must be documented by an original itemized receipt.

Travel Expense Reimbursement

Before any travel expenses are incurred by an employee, the employee's supervisor and program director, if applicable, must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

Evaluation

Evaluation of Staff

The District's evaluation program is designed to provide an opportunity for staff to review their evaluation, discuss plans for professional growth and career opportunities, and review the employee's promotion of the District's goals. The evaluation process is not meant to be punitive but centered around growth.

Certified employees are evaluated in accordance with the Certified Master Agreement. Tenured teachers receive one formal evaluation while non-tenured teachers have two per year. Classified employees will be evaluated using the job-specific evaluation tool. Probationary certified employees receive a formal evaluation before the end of the probationary period. All other certified staff receive one formal evaluation per year.

Evaluation of Non-Administrative Staff

Policy 5222-R

Each classified member's job performance will be evaluated by the staff member's direct supervisor. The evaluation process uses forms applicable to the job classification and description, and day-to-day appraisals.

Each certified staff member's job performance will be evaluated by the staff member's direct supervisor. Non-tenured certified staff shall be evaluated, at a minimum, on at least an annual basis. Tenured certified staff members may be evaluated according to the terms stated in the current collective bargaining agreement if applicable. The evaluation model shall be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program. It shall identify what skill sets are to be evaluated, include both summative and formative elements, and include an assessment of the educator's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator's duties.

The supervisor will provide a copy of the completed evaluation to the staff member and will provide opportunity to discuss the evaluation. The original should be signed by the staff member and filed in the staff member's personnel file. If the staff member refuses to sign the evaluation, the Superintendent should note the refusal and file a copy of the evaluation.

Certified Staff Evaluation– Master Agreement

Article 11 - Evaluations - The District evaluation program is designed to provide an opportunity for staff to set goals and objectives, including plans for professional growth and career opportunities, and to receive administrative responses to them; to have formal and/or informal observations of the teaching of licensed staff; to receive verbal and written comments and suggestions for improvement from their supervisor and to have clear opportunities to make improvement within the specific timelines.

1. Formal Observation - An observation by the Superintendent to an instructional or performance activity that has been pre-scheduled at the request of the Superintendent or the teacher. This includes a pre-observation conference, a scheduled observation, a written feedback report, and a post-observation conference between the Superintendent and the teacher. The post-observation conference shall occur within fifteen (15) working days of the formal observation.
2. Informal Observation - Any non-scheduled visit or observation by the Superintendent to an instructional or performance activity. This includes a written feedback report and may include a post-observation conference between the Superintendent and the teacher. If the Superintendent has a concern with any observation, a post-observation conference shall be scheduled and completed within ten (10) working days.
3. Pre-Observation Conference - A conference conducted between the teacher and the Superintendent before each formal observation so that the Superintendent can be apprised of the

teacher's objectives, methods, and materials for the activity to be observed. The Superintendent will announce the time period for formal observations.

4. Post-Observation Conference - A conference held to provide an opportunity for feedback, identification of strengths, and directions for areas to be developed. This conference is documented by a written summary signed and retained by the teacher and the Superintendent.

5. Evaluation - A written cumulative document of teacher performance based on at least one formal observation and one informal observation. The evaluation may include all aspects of employee performance, including what has been directly observed and/or what has been investigated and substantiated. This written summary shall be discussed with the teacher and signed by the teacher and the Superintendent, with one copy to the teacher and one copy to the teacher's personnel record. This evaluation discussion may also serve as a post-observation conference for the final observation.

6. Notification of Evaluation - Teachers will be advised of the District's evaluation procedures at the beginning of each school year. Teachers joining staff after the commencement of the school year will be advised of the evaluation procedures by the Superintendent.

7. Evaluation of Non-tenured Staff -At least two (2) written cumulative evaluations shall be made for all non-tenured teachers each year. These evaluations will include classroom observations as defined above. The first evaluation shall be completed by January 1. The second evaluation shall be completed prior to issuing of teaching contracts for the following year.

8. Evaluation of Tenured Staff -At least one written cumulative evaluation shall be made for all tenured teachers each year. These evaluations will include classroom observations as defined above. The evaluations shall be completed by May 1.

9. Should concerns arise regarding a teacher's performance; the teacher will be advised by the Superintendent that corrective measures are called for.

A written plan of improvement will be made by the Superintendent to point out weaknesses and corrective measures necessary to overcome them. Within thirty (30) working days, follow-up observations will be made, including a formal observation addressing written recommendations by the administration. If adequate measurable progress is not demonstrated, the Superintendent will take additional action.

10. Right to Respond - A teacher may submit a written response within fifteen (15) working days to any part of the evaluation procedure. This response shall be attached to the copy of the observation or evaluation in the teacher's personnel file.

Hiring Requirements

Hiring Process and Criteria

Before beginning work with children, every employee will complete the following:

- Fingerprinting and background
- Payroll Paperwork
- Safe Schools Training

Policy 5120

The Board and Superintendent/administrator will determine the screening and hiring process upon the existence of each vacancy. The District will hire personnel appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules, consistent with budget and staffing requirements and will comply with Board policy and state law on equal employment opportunities and veterans' preference. All applicants must complete a District application form to be considered for employment. Every applicant must provide the District with written authorization for a fingerprint/criminal background investigation. The Superintendent will keep any conviction record confidential as required by law and District policy. The district will create a determination sheet from the criminal history record. The determination sheet will be kept on file at the District Office. The Criminal History Record with no disqualifiers will be shredded on site immediately after review. The Criminal History Record with disqualifiers will be retained on file at the District Office according to law. Every newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

Certification

The District requires contracted certified staff to hold valid Montana teacher or specialist certificates endorsed for the roles and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. No salary warrants may be issued to a staff member, unless a valid certificate for the role to which the teacher has been assigned has been registered with the county superintendent within sixty (60) calendar days after a term of service begins. Every teacher and administrator under contract must bring their current, valid certificate to the personnel office at the time of initial employment, as well as at the time of each renewal of certification.

The custodian of records will register all certificates, noting class and endorsement of certificates, and will update permanent records as necessary. The custodian of records also will retain a copy of each valid certificate of a contracted certified employee in that employee's personnel file.

Contracts/Work Agreements

All staff will be provided with a contract (certified) or work agreement (classified). Contracts must be offered and accepted prior to June 1 of every year. Upon receipt of a contract, the staff member has 20 days to accept or reject the contract. On the 21st day, a contract that is not signed will be void and employment will be terminated.

Criminal Records Check/Fingerprinting

Any finalist recommended for a hired or volunteer position with the District, involving regular unsupervised access to students in schools, as determined by the Superintendent, shall submit to a fingerprint criminal background investigation, at the volunteer/employee's expense, conducted by the Gallatin County Superintendent of Schools. Employment offers will be contingent upon successful completion of a criminal fingerprint/background check.

The following applicants for employment shall be required, as a condition of any offer of employment, to authorize, in writing, a name-based and fingerprint criminal background investigation to determine if he or she has been convicted of certain criminal offenses:

- a certified teacher seeking full- or part-time employment within the District;

- an educational support employee seeking full- or part-time employment within the District;
- an employee of a person or firm holding a contract with the District, if the employee is assigned to the District;
- a volunteer assigned within the District who has regular unsupervised access to students;
- a volunteer attending an overnight field trip.

Any requirement of an applicant to submit to a criminal fingerprint/background check shall follow the Volunteers for Children Act of 1998 and applicable federal regulations.

Employment after Retirement

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available through Montana TRS (mt.gov).

Personnel Records

Personnel Files will be established for each person employed by the District to include: 1) Such information as applications for employment, references, records relative to compensation, payroll deductions, leave requests, job assignments/transfers, transcripts, licensing, etc.; 2) Evaluation file - maintained by Superintendent which may contain such information as evaluations and plans of improvement; 3) Complaint/Discipline Action File - maintained by the Superintendent which may contain complaints, grievances, and written disciplinary actions; and 4) Medical Info File - all records containing medical condition information, such as workers' compensation reports and release/permission to return to work forms, which will be kept confidential and in a separate file from personnel records and evaluation records.

All personnel records are considered confidential and not open to public inspection. Access to personnel files/evaluation files is limited to use and inspection only by the following or as otherwise required by law:

- The individual employee. An employee or designee may arrange with the Superintendent to inspect the contents of his/her personnel file on any day the office is open for business;
- Others designated in writing by the employee;
- The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
- A Board member, when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
- Superintendent or District administrators who supervise the employee;
- Attorneys for the District or the District's designated representative on matters of District business.

The Superintendent may permit persons other than those specified above, to use and to

inspect the personnel file when, in his/her opinion, the person requesting access has a legitimate official purpose. The Superintendent will determine, in each case, the appropriateness and extent of such access.

In accordance with federal law, the District is required to release information regarding the professional qualifications and degrees of teachers and the qualifications of aides/paraprofessionals to parents upon request, for any teacher or aide/paraprofessional who is employed by a school receiving Title I funds, and who provides instruction to their child. Release of personnel records to parties other than those authorized to inspect them will be only upon receipt of a court order.

No material derogatory to an employee's conduct, service, character, or personality shall be placed in the file, unless the employee has had the opportunity to review the material. The employee shall be entitled to respond to the material and to have that response placed in the file, if requested in a reasonable period of time, not to exceed 10 working days.

Personnel records will be maintained for ten (10) years after the employee has left the District's employment. After ten (10) years, employment records will be destroyed.

Pre-employment Physical Screenings

New employees hired into the positions with custodial, kitchen, and/or maintenance duties will complete a pre-employment physical screening in accordance with the MSGIA P.E.P program.

Employment offers to new employees will be contingent upon passing the pre-employment physical screening. The same procedure to hire regular employees performing the duties in the maintenance, custodial, and/or food service departments should be utilized for individuals who would like to be placed on the substitute lists for these positions within the District.

Professional Development Requirements

Certified Teachers: SafeSchools, FEMA (every three years), MFPE days or substitute, CPR/First Aid

Classified Staff: SafeSchools, FEMA (every three years), CPR/First Aid

Coaches: MSSA Trainings on Concussion, Safety, First Aid/CPR, Requirements for season, parent meetings, and student supervision

Substitutes

Reference Checks

The Board authorizes the Superintendent or the Superintendent's designee to inquire of past employers about an applicant's employment on topics including but not limited to: title, role, reason for leaving, work ethic, punctuality, demeanor, collegiality, putting the interests of students first, and suitability for the position in the District. Responses to these inquiries should be documented and considered as part of the screening and hiring process.

Compensation and Benefits

Certified Contracts and Compensation

Each certificated employee will be employed under a written contract, initiated at time of hire, subject to the terms and conditions of the collective bargaining agreement and District policies. Renewal and non-renewal will be determined by the Board after receiving a recommendation from the Superintendent and in conformance with law.

Salaries, including compensation for extracurricular assignments over and above the duties associated with a staff member's regularly assigned duties, will be determined in accordance with salary schedules and salary placement guidelines established by the Board and/or policies adopted by the Board which are consistent with salary schedules and salary placement provisions of the collective bargaining agreement.

It is the staff member's responsibility to provide all information necessary for placement on the salary schedule in accordance with timelines established by the collective bargaining agreements.

Classified Employment and Assignment

Each classified employee hired shall be employed under a written contract, initiated at time of hire, of a specified term within the meaning of 39-2-912, MCA. Such employees shall have no expectation of continued employment from year-to-year, and contracts of employment may be renewed or non-renewed each year at the District's sole option. The Board shall determine the salary and wages for classified personnel.

Teachers' aides/Para-educators, as defined in the appropriate classified job descriptions, are under the supervision of the Superintendent or teacher to whom the Superintendent may have delegated responsibility for close direction or mentoring. The nature of the work accomplished by Para-educators will encompass a variety of tasks that may be inclusive of "limited instructional duties." The District reserves the right to change classified employment conditions affecting the employee's duties, assignment, or supervisor.

Aides/Para-educators are employed by the District for a variety of duties. A Para-educator is an extension of the teacher who legally has the direct control and supervision of the classroom or playground and responsibility for the control and welfare of the students.

In compliance with applicable legal requirements, the Board shall require all Paraeducators with instructional duties that are newly hired in a Title I school-wide program, to have:

- completed at least two (2) years of study at an institution of higher education
- obtained an Associate's or higher degree; or
- met a rigorous standard of quality, and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, or mathematics or the instruction of readiness of these subjects.

Employee Benefits

The Board provides unemployment insurance, workers' compensation, and liability insurance for all employees.

Certified employees' benefits are determined by the Certified Master Agreement

A flexible benefits plan is available to all employees. This plan allows employees to select benefits from among a set list of options and pay for those qualified under the Internal Revenue Code's Section 125 with "pre-tax" dollars. The benefit plan year begins September 1 of every year. Employees have the option to elect for these benefits each year. More information about the flexible benefits program and reimbursement forms can be found at: www.allegianceflexadvantage.com.

Gallatin Gateway School contributes a Board designated amount for all classified employees that work more than 20 hours/week. Classified employees working less than half-time do not receive contributions from Gallatin Gateway School, but may elect to participate in the plan with their own "pre-tax" contributions up to the maximum amount allowable by the plan each year.

Certified employees are required to participate in Teachers' Retirement Systems (TRS). Upon hire all certified employees will enroll in the program and the contributions are as follows for employees and the District: the District will contribute 8.770% of gross wages and the employee will contribute 8.15% of gross wages.

Classified employees working at least 960 hours per year must participate in the Public Employees Retirement System (PERS). Upon hire classified employees will enroll in the program and the contributions for employees and the District are as follows: The District contribution is 8.70% of gross wages and the employee contribution is 7.90% of gross wages. For employees employed less than 960 hours per year, PERS participation is optional.

Employee Pay Periods/Paydays

Gallatin Gateway School employee paydays are monthly, and each pay period begins the first of the month and the end of each pay period is the last day of each month. Employee paychecks will be issued on the fifth day of each month. If the fifth of the month is a holiday or non-working day, payroll shall be issued the last working day preceding the holiday or non-working day. Employees may elect for direct deposit of funds into one designated checking or savings account. Once election is made it shall stay in effect and full force until Gallatin Gateway School has received written notification from the employee of its termination in such time and in such manner which will afford Gallatin Gateway School and the depository a reasonable opportunity to act on it. Direct deposit does not guarantee that funds will be available to the employee by his/her financial institution on designated payday.

Classified employees are expected to fill out their online timesheet daily, and must submit their timesheet the last business day of the month. Employees failing to submit a timesheet on time will not be paid until the next scheduled payday.

If a District employee quits, is laid off, or is discharged, wages shall be paid on the next regular pay day for the pay period in which the employee was separated, or fifteen (15) days, whichever occurs first.

In the case of an employee discharged for allegations of theft connected to the employee's work, the District may withhold the value of the theft, provided:

- The employee agrees in writing to the withholding; or
- Charges have been filed with law enforcement within seven (7) days of separation.

- If no charges are filed within fifteen (15) days of the filing of the report with law enforcement, the wages are due within a fifteen (15)-day period.

Salary Deductions

The District makes all payroll deductions required by law or as authorized by the employee.

Salaries, Wages, and Stipends

The pay period for the district is on the 5th of every month for 12 month employees. All certified employees are paid in accordance with the Master Agreement:

The basic salaries of teachers covered by this Agreement are set forth in Appendix A which is attached to and incorporated in this Agreement. The salary scale shall be good for two (2) years effective July 1, 2023 to June 30, 2025. Implementation of any negotiated increase on the base of the salary schedule is contingent upon state funding for secondary students at the high school level and/or voter acceptance of the special mill levy, if required. Such a salary schedule shall remain in effect during the designated period. Part-time teachers shall have their salaries prorated.

A maximum of five (5) years will be credited for prior teaching experience.

For the 2023-2024 school year, the certified staff will receive a 3% increase on the base. For the 2024-2025 school year, certified staff will receive a 2% increase on the base.

All staff will be provided with a bonus/stipend in December 2023 of \$500 + benefits to be paid from the insurance funds.

Para professionals complete time in BMS and are paid for hours worked on the 5th of every month. Overtime must be pre-approved by the superintendent.

Extra Curricular Stipends

Anyone completing a stipend position, must be board approved with fingerprints and background check before beginning the assignment. Stipends will be paid at the completion of the extra-curricular duty or at the end of the school year for full year positions. Complete the Authorization for Temporary Employment Stipend/Payment for and submit to the superintendent.

Payment of Wages Upon Termination Policy 5500

When a District employee separates from employment, wages owed will be paid on the next regular pay day for the pay period in which the employee left employment or within fifteen (15) days, whichever occurs first.

In the case of an employee discharged for allegations of theft connected to the employee's work, the District may withhold the value of the theft, provided:

- The employee agrees in writing to the withholding; or
- The District files a report of the theft with law enforcement within seven (7) business days of separation.

If no charges are filed within thirty (30) days of the filing of a report with law enforcement, wages are due within a thirty-(30)-day period.

Automatic Payroll Deposit

Employees can have their paychecks electronically deposited into a designated account. A notification period of 3 weeks is necessary to activate this service. Contact the Human Resources Department for more information about the automatic payroll deposit service.

Payroll Deductions

The district is required to make the following automatic payroll deductions:

- Montana Teacher Retirement System (TRS)
- Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations. Salary deductions are automatically made for unauthorized or unpaid leave.

Health, Dental, and Life Insurance

Major Medical & Flexible Benefits Plan

1. The District will provide six hundred sixteen dollars (\$616.00) toward a major medical plan for every teacher who is contracted for .5 FTE or above. In addition, twenty-five dollars (\$25.00) per month will be contributed by the District to each teacher who is contracted .5 FTE or above to the Flexible Benefits Plan. The Flex benefit will be prorated for part-time (between 0.5 and 1.0 FTE) teachers.
2. All teachers contracted for .5 FTE or above shall be required to participate in the group health plan with at least single coverage. Teachers less than .5 FTE will have a choice to join or not.
3. The Flexible Benefit's Plan will be administered by a mutually agreeable, disinterested third party. The District will assume the cost to administer the program. Participation in the Flexible Plan itself by teachers will be voluntary and open to every teacher. Teachers will be provided information yearly on the flexible plan itself as well as, upon request, a monthly report on Flex transactions and other paycheck deductions.

Supplemental Insurance Benefits

At their own expense, employees may enroll in supplemental insurance programs for dental, vision, additional life, disability, cancer, accident, legal shield, and identity theft. They may also enroll in optional retirement benefits through 403b and 457 plans. Premiums for these programs can be paid by payroll deduction. Employees should contact Human Resources Department for more information.

Flex Benefits

Employees may be eligible to participate in the Flex Plan and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage through a self-funded worker compensation plan, effective September 1, 1988.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to the employee's immediate supervisor. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Montana Labor Code. See Workers' Compensation Benefits, for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact the GGS Human Resources Department.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System (TRS).

Employees who plan to retire under TRS should notify the GGS Human Resource Department as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System on the web Montana TRS (mt.gov).

Leaves and Absences

Annual Leave - At the beginning of each school year, each full-time teacher shall be credited with fourteen (14) days of Annual Leave at full salary. Part time teachers shall be credited with a prorated amount.

1. A maximum of four (4) consecutive work days of Annual Leave may be used for personal reasons and must be arranged at least two (2) work days in advance. Any Annual Leave for personal reasons requested beyond four (4) consecutive work days must be approved by the Superintendent.

2. Annual Leave days may not be taken during the first five or last five instructional days of the school year.
3. Annual Leave days may not be taken immediately preceding or following a holiday or vacation period.
4. Annual Leave days may not be taken on PIR or PD days.
5. Teachers may choose to accumulate a maximum of twelve (12) Annual Leave days, per year. Unused Annual Leave will be allowed to accumulate up to eighty (80) days. Accumulated Annual Leave days may be used for illness, quarantine, communicable disease, injury, and disability (including pregnancy, miscarriage, childbirth, and recovery), or as approved by the Superintendent.
6. When a teacher has reached the maximum accumulation of eighty (80) days, any unused days will be reimbursed at the end of the year at the current substitute teacher's pay.
7. Termination of employment from Gallatin Gateway School would result in a lump sum payment for all days of unused Annual Leave at the current substitute teacher's pay.
8. A teacher may use Annual Leave for contracted days immediately following the birth/adoption of a child for up to eight (8) calendar weeks. If a physician deems it medically necessary for the teacher to commence leave preceding the birth/adoption of the child, the eight (8) calendar weeks begin on the date indicated by the physician's medical certification.
9. In case of need for additional leave beyond the year's fourteen (14) Annual Leave Days, a teacher may, with the approval of the Superintendent, take up to sixteen (16) additional leave days. Each of the thirty (30) days (Annual and additional) for which the teacher does not have accumulated Annual Leave days will be without pay.
10. During the school year, any teacher may donate no more than two (2) days to one or more teachers who are in need and who have exhausted their Annual Leave. The donor and recipient have no later than five (5) working days after the recipient's return to work to notify the Superintendent of the requested leave transfer.
11. When staff leave is disapproved by the superintendent and the staff member is absent for the requested days, the certified employee will lose the daily rate of pay for all days taken without approval.
12. All leave must be approved by the superintendent prior to the days taken, except for days of illness. If leave is not approved, the superintendent will communicate with the staff member.

Bereavement Leave - No more than twelve (12) total days leave at full salary will be allowed for death(s) of a member or members of the teacher's immediate family. Immediate family includes: spouse and any relative living in the teacher's household or any parent, child, brother, sister, grandparent, grandchild or corresponding in-law. Two (2) days of the before mentioned days may be used for non-family bereavement needs. This leave is not accumulative. Upon request, the Superintendent may grant approval for the use of additional Annual Leave days if necessary. This leave will be prorated for part-time teachers.

Civic Duties Leave

Leaves for service on either a jury or in the legislature shall be granted in accordance with state and federal law.

Employees may not receive payment from two separate public entities (the District and either jury duty or legislative service) unless the employee reimburses the District in the amount paid by the other public entity or the employee agrees to have his or her salary reduced in the amount received by the other public entity.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Extended Leave of Absence

The School Board may grant a tenured employee an extended leave of absence as leave without pay. An extended leave of absence is discretionary on the District's part, but may be granted to eligible employees for such reasons as disability leave (extended personal or family illness), fulfillment of duties in an elected political office, professional development, and military or alternative service such as Peace or Vista Corps, or for other purposes recommended by the Superintendent and approved by the Board of Trustees. The request for an extended leave of absence will include the following:

- A description of the reason for the request.
- An estimation of time requested, with the understanding that the request can be no more than one contracted year.

In both sabbatical and extended leave, employees will not accrue any leave or any experience on the salary schedule. Employees, while on sabbatical or extended leave will not be eligible for any other benefits outlined in this agreement. Upon return, the employee will be entitled to all benefits, and be placed on the Salary Schedule at the level earned at the time of departure.

Leave Without Pay - The Superintendent may grant up to five (5) days leave without pay at his/her discretion. Leave without pay may also be granted for any other circumstances not otherwise specified above at the discretion of the Board.

Family and Medical Leave Act (FMLA)

Gallatin Gateway School employees are not eligible for FMLA leave because the District does not employ at least fifty (50) District employees within seventy-five (75) miles for each working day during twenty (20) or more workweeks in the current or preceding calendar year. For additional information, please refer to Board policy.

Jury Duty

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States.

Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Long Term Illness/Temporary Disability Leave

Policy 5329

Employees may use sick leave for long-term illness or temporary disability, and, upon the expiration of sick leave, the Board may grant eligible employees leave without pay if requested. Medical certification of the long-term illness or temporary disability may be required, at the Board's discretion.

Leave without pay arising out of any long-term illness or temporary disability shall commence only after sick leave has been exhausted. The duration of leaves, extensions, and other benefits for privileges such as health and long-term illness, shall apply under the same conditions as other long-term illness or temporary disability leaves.

The following procedures will be used when an employee has a long-term illness or temporary disability:

1. When any illness or temporarily disabling condition is "prolonged," an employee will be asked by the administration to produce a written statement from a physician, stating that the employee is temporarily disabled and is unable to perform the duties of his/her position until such a time.
2. In the case of any extended illness, procedures for assessing the probable duration of the temporary disability will vary. The number of days of leave will vary according to different conditions, individual needs, and the assessment of individual physicians. Normally, however, the employee should expect to return on the date indicated by the physician, unless complications develop which are further certified by a physician.
3. An employee who has signified her intent to return at the end of extended leave of absence shall be reinstated to his/her original job or an equivalent position with equivalent pay and accumulated seniority, retirement, fringe benefits, and other service credits.

Maternity/Paternity Leave

Certified employees' leave is determined by the Certified Master Agreement.

Classified employees shall be granted maternity/paternity leave. Long-term illness or temporary disability shall be construed to include pregnancy, miscarriage, childbirth and recovery therefrom. Maternity leave includes only continuous absence immediately prior to delivery, absence for delivery, and absence for post-delivery recovery, or continuous absence immediately prior to and in the aftermath of miscarriage or other pregnancy-related complications. Such leave shall not exceed eight (8) weeks unless prescribed by a physician.

Policy 5330

The School District's maternity leave policy covers employees who are not eligible for FMLA leave at Policy 5328. Maternity leave includes only continuous absence immediately prior to adoption, delivery, absence for delivery, and absence for post-delivery recovery, or continuous absence immediately prior to and in the aftermath of miscarriage or other pregnancy-related complications.

The School District shall not refuse to grant an employee a reasonable leave of absence for pregnancy or require that an employee take a mandatory maternity leave for an unreasonable length of time. The School District has determined that maternity leave shall not exceed 8 weeks unless mandated otherwise by the employee's physician.

The School District shall not deny to the employee who is disabled as a result of pregnancy any compensation to which the employee is entitled as a result of the accumulation of disability or leave benefits accrued pursuant to plans maintained by the employer, provided that the employer may require disability as a result of pregnancy to be verified by medical certification that the employee is not able to perform employment duties.

An employee who has signified her intent to return at the end of her maternity leave of absence shall be reinstated to her original job or an equivalent position with equivalent pay and accumulated seniority, retirement, fringe benefits, and other service credits.

The School District will review requests for Paternity Leave in accordance with any applicable policy or collective bargaining agreement provision governing use of leave for family purposes.

Military Leave

Employees shall be granted leave for service in the military in accordance with state and federal law. The District will comply with all federal regulations regarding the employee's return to service following military leave.

Personal and Emergency Leave

Certified employees' leave is determined by the Certified Master Agreement.

Classified employees may be granted personal leave upon prior approval of the Superintendent.

Professional Leave - Three (3) days of professional leave will be credited to each full-time teacher at the beginning of the school year. Part-time teachers will be credited with a prorated amount. Professional leave may be used to visit other schools, professional development, or attendance at educational workshops or conferences. Professional leave monies at the current rate of substitute teacher pay per day will be paid to the teacher for workshops or training outside regular contracted hours. Professional leave must be requested at least two (2) work days prior to the day(s) being requested and approved by the Superintendent. Professional leave does not accumulate and will not be paid out if unused. Professional Leave will be available from September 1 to August 31 of each year. Training or credits gained using professional leave cannot be used as equivalency training to trade for the October conference days.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated

personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Sabbatical & Extended Leave of Absence Sabbatical

The School Board may grant a tenured employee a one-year unpaid sabbatical leave for the purpose of pursuing scholarly and/or professional pursuits for the mutual benefit of the District and the employee. The employee must submit a request for Sabbatical Leave to the Superintendent and School Board, no less than six months prior to the beginning of the requested leave. The request will include the following:

- The presentation of a definite plan for the scholarly/professional plan of work for the sabbatical leave, which describes both the plan and the “mutual benefit of the District and the Employee.”
- An agreement to submit a written report on the extent to which s/he has achieved the purpose for which the leave was granted.
- An agreement to return to service for one year immediately following the leave.

Sick Leave

Certified employees' leave is determined by the Certified Master Agreement.

Classified employees shall be granted sick leave benefits in accordance with § 2-18-618, MCA. For classified staff, “sick leave” means a leave of absence, with pay, for a sickness suffered by an employee or his or her immediate family. “Immediate family” shall mean the employee’s spouse and children residing in the employee’s household.

Sick leave is for the time that an employee is unable to perform job duties because of:

- a physical or mental illness, injury, or disability;
- maternity or pregnancy-related disability or treatment, including a prenatal care, birth, or medical care for the employee or the employee’s child;
- parental leave for a permanent employee as provided in § 2-18-606, MCA;
- quarantine resulting from exposure to a contagious disease;
- examination or treatment by a licensed health care provider;
- short-term attendance, in an agency’s discretion to care for a person (who is not the employee or a member of the employee’s immediate family) until other care can reasonably be obtained;
- necessary care for a spouse, child or parent with a serious health condition, as defined in the Family and Medical Leave Act of 1993; or
- death or funeral attendance of an immediate family member or, at an agency’s discretion, another person.

Nothing in this policy guarantees approval of the granting of such leave in any instance. The District will judge each request in accordance with policy.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time

for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Vacation Leave

Certified employees' leave is determined by the Certified Master Agreement.

Classified and administrative employees shall accrue annual vacation leave benefits in accordance with 2-18-611, 2-18-612, 2-18-614 through 2-18-617 and 2-18-621, MCA.

Vacation and/or personal leave days for all employees will be logged on the Staff Calendar. This will encourage staff to minimize the number of staff members taking leave at the same time and to ensure all leave requests are covered by substitute staff. Due to times of difficulty finding substitute staff, teachers are asked to stagger personal leave requests by viewing staff requests on the Staff calendar before planning leave.

Vacations Policy 5334

Classified employees, Business Managers/District Clerks, and Superintendents will accrue annual vacation leave benefits in accordance with §§ 2-18-611, 2-18-612, 2-18-614 through 2-18-617 and 2-18-621, MCA. Nothing in this policy guarantees approval for granting specific days as annual vacation leave in any instance. The District will judge each request for vacation in accordance with staffing needs.

The Master Agreement further outlines requirements for requesting use of Annual Leave:

- A maximum of four (4) consecutive work days of Annual Leave may be used for personal reasons and must be arranged at least two (2) work days in advance. Any Annual Leave for personal reasons requested beyond four (4) consecutive work days must be approved by the Superintendent.
- Annual Leave days may not be taken during the first five or last five instructional days of the school year.
- Annual Leave days may not be taken immediately preceding or following a holiday or vacation period.
- Annual Leave days may not be taken on PIR days.

According to the Master Agreement, all leave must be approved by the superintendent prior to the days taken, except for days of illness. If leave is not approved, the superintendent will communicate with the staff member.

Vacations Classified Employee

Policy 5334P

All classified employees, except those in a temporary status, serving more than six (6) months, are eligible to earn vacation leave credits retroactive to the date of employment. Leave credits may not be advanced nor may leave be taken retroactively.

Vacation is earned according to the following schedule:

RATE-EARNED SCHEDULE

Years of Working Days	Employment Credit per Year
-----------------------	----------------------------

1 day - 10 years	15
10 - 15 years	18
15 - 20 years	21
20 years on	24

Time as an elected state, county, or city official, as a school teacher, or as an independent contractor, does not count toward the rate earned. For purposes of this paragraph, an employee of a district or the university system is eligible to have school district or university employment time count toward the rate-earned schedule, if that employee was eligible for annual leave in the position held with the school district or university system.

Maximum Accrual of Vacation Leave

All full-time classified employees serving in permanent positions may accumulate two (2) times the total number of annual leave credits they are eligible to earn per year, according to the rate-earned schedule.

Workers' Compensation Leave

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or injury wage.

Employee Relations and Communications

Complaints and Grievances

In accordance with the Master Agreement, GGS follows the outlined procedures below for filing a complaint or grievance.

Grievance Procedure

1. A grievance is a teacher complaint regarding alleged violation of any provisions in this Agreement or other Board policy. A grievant is a teacher filing a grievance.
2. Within twenty (20) working days of the knowledge of the occurrence of an incident giving rise to a grievance, the grievant shall speak to the Superintendent informing the Superintendent of the grievance. Complaints must be declared as a grievance when that is the intent. The Superintendent shall arrange an initial grievance resolution meeting within five (5) working days. The grievant, and if desired, a representative of their choosing, shall meet with the Superintendent. Following the meeting, the Superintendent will provide the grievant and Association with a written answer to the grievance within two (2) working days.

3. If the grievant is not satisfied with the Superintendent's action or a written response has not been received after two (2) working days, the grievant shall present a written grievance to the Superintendent within five (5) working days. The Superintendent shall act upon the written grievance and provide the grievant and Association with a written response within five (5) working days.

4. If the grievant is not satisfied with the Superintendent's action or has not received a written response after five (5) working days, the grievant shall present a written grievance to the School Board. The School Board shall act upon the grievance and provide the grievant and Association with a written response within ten (10) working days.

5. Mediation - If the Association is not satisfied with the disposition of the grievance by the School Board, or if no disposition has been made within the period provided in the grievance process, and both parties agree, the grievance may be submitted for mediation using the following steps. Each party shall bear its own cost of the mediation, except that the fees and charges of the mediator shall be shared equally by the parties.

- If the Association intends to pursue mediation, they shall notify the School Board within five (5) working days of receipt of the School Board's written response or expiration of the timelines involved in the grievance process.
- Within ten (10) working days after written notice of submission for mediation, the Association shall, in writing, request the Montana Board of Personnel Appeals assign a mediator to the dispute.
- The mediator shall consult with the parties in an attempt to bring about resolution to the grievance. The mediator shall not produce any records or testimony, nor make any statement with regard to any mediation conducted by him/her in any forum or proceeding before any court, board, investigatory body, arbitrator, or fact finder.
- If the board of Personnel Appeals refuses to assign a mediator or if the assigned Mediator, determines that the grievance is not likely to be resolved, or after twenty(20) working days, whichever comes first, the Association may choose to seek a solution through binding arbitration.

6. Unresolved and Disputed Interpretations of Agreements - MCA 39-31-306(5) The grievant may have the unresolved grievance or disputed interpretations of the agreement resolved either by final and binding arbitration or by any other available legal methods and forum, but not by both. After a grievance has been submitted to arbitration, the grievant and the exclusive representative waive any right to pursue against the school an action or complaint that seeks the same remedy. If a grievant or the exclusive representative files a complaint or other action against the school, arbitration seeking the same remedy may not be filed or pursued under this section.

7. Binding Arbitration - If the Association is not satisfied with the disposition of the grievance by the School Board, or if no disposition has been made within the period provided in the grievance process, or the grievance has not been solved through mediation, the grievance may, at the exclusive option of the Association, be submitted for final and binding arbitration before an impartial arbitrator using the following steps:

- If the Association intends to pursue final binding arbitration, they shall notify the School Board within twenty (20) working days of receipt of the School Board's written response or expiration of the timelines involved in the grievance and, if applicable, the mediation process.
 - Within ten (10) working days after written notice of submission for arbitration, the Association shall, in writing, request a list of five potential in-state arbitrators from the Montana Board of Personnel Appeals.
 - Within ten (10) working days the arbitrator shall be selected from the list provided as a result of each party alternately striking names from the list and the last name remaining being the arbitrator selected. The order of name strikes shall be determined by an initial coin toss. Should either party fail to participate in the arbitrator selection process, the other party may demand a Montana Board of Personnel Appeals appointment.
 - The arbitrator shall consider the grievance (using either the "expedited" or "ordinary voluntary arbitration rules" of the American Arbitration Association), conduct a hearing and/or receive the parties' briefs and have all necessary authority to render a full and effective award and issue a remedy for same which shall be final and binding upon the parties.
 - Arbitration Costs –
 - Each party shall bear its own cost of arbitration except that the fees and charges of the Arbitrator shall be shared equally by the parties. If one of the parties wants a transcript of the arbitration proceedings, the party requesting the transcript will pay the costs of the transcript. If both parties request transcripts, they shall share equally the costs.
 - Should either party fail to implement an arbitrator's award, the award may be entered in any court of competent jurisdiction for immediate enforcement. All court costs, legal fees, other related expenses incurred as a result of failure to implement an arbitrator's award, and subsequent enforcement proceedings shall be paid by the party who refuses to implement an award.
 - If a motion to vacate the arbitrator's award is entered in a court of competent Jurisdiction, and the initiating party does not prevail in the litigation, such party shall bear the full costs of such action including, but not limited to, the adverse party's court costs, legal fee, interest on monetary awards, and other related expenses incurred as a result of defending such action.
8. Exceptions to Time Limits - The time limits provided in this policy shall be strictly adhered to unless extended by written agreement of the parties. Similarly, steps of the grievance process may be waived only by written mutual agreement of the parties and so indicated by written instrument.
9. Reprisals - The parties agree that no reprisals of any kind will be taken against any person because of participation in this grievance procedure.
10. Personnel Files - All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

Employee Conduct and Welfare

Standards of Conduct

Certified and classified employees are expected to maintain high standards of honesty, integrity, and impartiality in the conduct of district business.

In accordance with state law, an employee should not dispense or utilize any information gained from employment with the District, accept gifts or benefits, or participate in business enterprises or employment which creates a conflict of interest with the faithful and impartial discharge of the employee's district duties. A district employee may, prior to acting in a manner which may impinge on any fiduciary duty, disclose the nature of the private interest which creates a conflict. Care should be taken to avoid using, or avoid the appearance of using, official positions and confidential information for personal advantage or gain.

Further, employees should hold confidential all information deemed as such, as determined by state law and board policy. Employees shall also respect the confidentiality of people served in the course of the employee's duties and use information gained in a responsible manner. Discretion should be employed even within the school system's own network of communication.

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with district policies and procedures and Master Agreement.
- Express concerns, complaints, or criticism through appropriate channels not to colleagues, students, parents, or community members.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to the superintendent not later than the seventh day after the event.

The Professional Educators of Montana Code of Ethics, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

[Professional Educators of Montana Code of Ethics](#)

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards.

The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior.

Principle I. Commitment to Students and Families.

The ethical educator:

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities and rights, of students, parents and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession.

The ethical educator:

- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including data, with honesty.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

Principle III. Commitment to the Community.

The ethical educator:

- A. Models the principles of citizenship in a democratic society.
- B. Understands and respects diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council

GGs Board Policy 5223 also outlines personal conduct of staff. Below is an excerpt of the key points of the policy:

All employees are expected to maintain high standards of honesty, integrity, professionalism, decorum, and impartiality in the conduct of District business. All employees shall maintain appropriate employee-student relationship boundaries in all respects, including but not limited to personal, speech, print, and digital communications. Failure to honor the appropriate employee student relationship boundary will

result in a report to the Department of Public Health and Human Services and the appropriate law enforcement agency.

In accordance with state law, an employee shall not dispense or utilize any information gained from employment with the District, accept gifts or benefits, or participate in business enterprises or employment that creates a conflict of interest with the faithful and impartial discharge of the employee's District duties. A District employee, before acting in a manner which might impinge on any fiduciary duty, may disclose the nature of the private interest which would create a conflict. Care should be taken to avoid using or avoid the appearance of using official positions and confidential information for personal advantage or gain. Curriculum or materials created within the course of the employee's duties for the District using District resources are considered to be the property of the District.

Further, employees are expected to hold confidential all information deemed not to be for public consumption as determined by state law and Board policy. Employees also will respect the confidentiality of people served in the course of an employee's duties and use information gained in a responsible manner. The Board may discipline, up to and including discharge, any employee who discloses confidential and/or private information learned during the course of the employee's duties or learned as a result of the employee's participation in a closed (executive) session of the Board. Discretion should be used even within the school system's own network of communication and confidential information should only be communicated on a need-to-know basis. Employees shall not record or cause to be recorded a conversation by use of a hidden electronic or mechanical device which may include any combination of audio or video that reproduces a human conversation without the knowledge of all parties to the conversation.

Child Abuse, Neglect, and Sex Trafficking Reporting

A District employee who has reasonable cause to suspect, as a result of information they receive in their professional or official capacity, that a child is abused, neglected, or subjected to sex trafficking by anyone regardless of whether the person suspected of causing the abuse, neglect, or trafficking is a parent or other person responsible for the child's welfare, shall report the matter promptly to the Department of Public Health and Human Services and local law enforcement.

Child abuse or neglect means actual physical or psychological harm to a child, substantial risk of physical or psychological harm to a child, exposure to or involvement with sex trafficking, and abandonment. This definition includes sexual abuse and sexual contact by or with a student. The obligation to report suspected child abuse or neglect also applies to actual or attempted sexual or romantic contact between a student and a staff member.

The District administration is authorized to provide access to educational resources for interested parents, teachers, and students on how to prevent and report child abuse, neglect and sex trafficking; identify the warning signs of child abuse, neglect and sex trafficking; recognize predatory behaviors; and coordinate efforts with law enforcement, the Department of Public Health and Human Services, and local organizations on these topics.

A District employee who makes a report of child abuse, neglect, or sex trafficking is encouraged to notify the building administrator of the report. An employee does not discharge the obligation to personally report by notifying the Superintendent or principal.

Any District employee who fails to report a suspected case of abuse, neglect, or sex trafficking to law enforcement or the Department of Public Health and Human Services, or who prevents another person from doing so, may be civilly liable for damages proximately caused by such failure or prevention and is guilty of a misdemeanor. The employee will also be subject to disciplinary action up to and including termination.

When a District employee makes a report, the Department of Public Health and Human Services may share information with that individual or others as permitted by law. Individuals in the District who receive information related to a report of child abuse, neglect, or sex trafficking shall maintain the confidentiality of the information.

Complaints

Parent/Student:

District employees will endeavor to respond to and resolve all complaints and concerns without the need to resort to the grievance procedure. Concerns and complaints should be addressed promptly and equitably. Should a concern arise at school, the teacher or staff member involved is the first to be consulted. Teachers and staff members should encourage parents through disclosure documents and parent/teacher meetings to respond directly to them first so misunderstandings or concerns can be resolved. If an amicable solution cannot be met, the parent and teacher may request a conference with the Superintendent to seek alternative remedies. If the concern or disagreement is not resolved informally, formal grievance procedures may be initiated in accordance with Board policy.

Staff

The District attempts to provide the best working conditions for its employees. Each employee is expected to follow established staff ethics, applicable board policies, and administrative procedures. Employees are encouraged to participate in an open and frank atmosphere in which any problems, complaints, suggestions, or questions may be answered and/or clarified through informal discussion for means of resolution. If the concern or disagreement is not resolved informally, formal grievance procedures may be initiated in accordance with board policy.

Disrupting the Educational Process

Any employee who participates in or encourages activities that disrupt the educational process or the operations of the District may be subject to disciplinary action, including termination.

Behavior that disrupts the educational process includes, but is not limited to:

- Conduct that threatens the health, safety, or welfare of others;
- Conduct that may damage public or private property (including the property of students or staff);
- Illegal activity;
- Conduct that interferes with a student's access to educational opportunities or programs, including ability to attend, participate in, and benefit from instructional and extracurricular activities; or

- Conduct that disrupts delivery of instructional services or interferes with the orderly administration of the District, school and school-related activities or District operations.

Discrimination, Harassment, and Retaliation

The Board intends that employees have a safe and orderly work environment in which to do their jobs. Therefore, the Board does not condone and will not tolerate harassment or bullying of employees, discrimination against employees, or any act prohibited by board policy that disrupts the workplace and/or keeps employees from doing their jobs.

Employees are expected to be civil, respectful, and act in an orderly manner toward one another. Workplace harassment and bullying may be defined as the deliberate, hurtful, repeated mistreatment of an employee, driven by a desire to abuse or control that individual.

Common behaviors include, but are not limited to:

- Injuring, threatening, harassing or intimidating a staff member, Board member, or any other person;
- Defamation of character and/or reputation;
- Yelling, shouting, and screaming at fellow employees;
- Hostile glares and other intimidating gestures toward fellow employees;
- Damaging or threatening to damage another's property;
- The deliberate sabotage and undermining of another's work performance;
- Impeding, delaying, or otherwise interfering with the orderly conduct of the District employee program or any other activity occurring on school property;
- Operating a motor vehicle in a risky manner to scare or intimidate;
- Exclusion or social isolation; and
- Other inappropriate behavior that intimidates, offends, degrades or humiliates a co-worker, including occurrences in front of another co-worker, students, parents, contractors, or visitors.

Any employee who believes that he or she, or any other employee or student, is being subjected to harassment or discrimination should bring the matter to the attention of the Superintendent. The District will investigate any such concerns promptly and confidentially to the extent possible. Complaints will be addressed via the applicable grievance procedure.

No employee will be subject to any form of reprisal or retaliation for having made a good-faith complaint under this policy. For complete information concerning the district's position prohibiting harassment/discrimination, assistance in reporting and responding to alleged incidents, and examples of prohibited behaviors, employees should refer to the district's policies and related procedures. For additional information if an employee believes that he or she has been discriminated against or harassed on the basis of race, creed, religion, color, national origin, age, physical or mental disability, marital status, genetic information, or sex, please see board policy.

Policy 5015

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the Board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook. The GGS Title IX Handbook is available in the shared drive for additional information and forms.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

Bullying/Harassment/Intimidation

The Board will strive to provide a positive and productive working environment. Bullying, harassment, or intimidation between employees or by third parties, are strictly prohibited and shall not be tolerated. This includes bullying, harassment, or intimidation via electronic communication devices.

Definitions

- "Third parties" include but are not limited to coaches, school volunteers, parents, school visitors, service contractors, or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District control at inter-district and intra-District athletic competitions or other school events.
- "District" includes District facilities, District premises, and non-District property if the employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where the employee is engaged in District business.
- "Harassment, intimidation, or bullying" means any act that substantially interferes with an employee's opportunities or work performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or anywhere such conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member or an interference with school purposes or an educational function, and that has the effect of:
 - a. Physically harming an employee or damaging an employee's property;

- b. Knowingly placing an employee in reasonable fear of physical harm to the employee or damage to the employee's property; or
- c. Creating a hostile working environment.

Reporting

All complaints about behavior that may violate this policy shall be promptly investigated. Any employee or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of harassment, intimidation, or bullying in violation of this policy is encouraged to immediately report his/her concerns to the building principal or the District Administrator, who have overall responsibility for such investigations. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent or District Administrator shall be filed with the Board, via written communication to the Board Chair.

The complainant may be provided a summary of the findings of the investigation and, as appropriate, that remedial action has been taken.

For all other processes and procedures, please see the Title IX Manual.

Endorsements

Employees shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the District employee during non-school hours.

Employees shall not require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.

Personal Use of Electronic Communications

Policy 5450/5450F/5450P

Employee use of Electronic Mail, Internet, Networks, and District Equipment the District equipment, e-mail and Internet systems are intended to be used for educational purposes only, and employees have no expectation of privacy. Employees have no expectation of privacy in district owned technology equipment, including but not limited to district-owned desktops, laptops, memory storage devices, and cell phones.

Users of District equipment, e-mail and Internet systems are responsible for their appropriate use. All illegal and improper uses of the equipment, e-mail, and Internet system, including but not limited to network etiquette violations including mail that degrades or demeans other individuals, pornography, obscenity, harassment, solicitation, gambling, and violating copyright or intellectual property rights, are prohibited. Abuse of the equipment, e-mail, or Internet systems through personal use, or use in violation of the law or District policies, will result in disciplinary action, up to and including termination of employment.

All e-mail/Internet records are considered District records and should be transmitted only to individuals who have a need to receive them. If the sender of an e-mail or Internet message does not intend for the e-mail or Internet message to be forwarded, the sender should clearly mark the message "Do Not Forward."

To keep District equipment, e-mail and Internet systems secure, users shall not leave the terminal “signed on” when unattended and may not leave their password available in an obvious place near the terminal or share their password with anyone except the system administrator. The District reserves the right to bypass individual passwords at any time and to monitor the use of such systems by employees.

Additionally, District equipment, records and e-mail/Internet records are subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process.

Consequently, the District retains the right to access stored records in cases where there is reasonable cause to expect wrongdoing or misuse of the system and to review, store, and disclose all information sent over the District e-mail systems for any legally permissible reason, including but not limited to determining whether the information is a public record, whether it contains information discoverable in litigation, and to access District information in the employee’s absence. Employee e-mail/Internet messages may not necessarily reflect the views of the District.

All District employees should be aware that e-mail messages can be retrieved, even if they have been deleted, and that statements made in e-mail communications can form the basis of various legal claims against the individual author or the District.

All e-mail/Internet records are considered District records and should be transmitted only to individuals who have a need to receive them. E-mail sent or received by the District or the District’s employees may be considered a public record subject to public disclosure or inspection. All District e-mail and Internet communications may be monitored.

I have read, understand, and agree to abide by the terms of the School District’s policy regarding District-Provided Access to Electronic Information, Equipment, Services, and Networks (Policies 5450 and 5450P). Should I commit any violation or in any way misuse my access to the District’s computers, network and/or the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

Terms and Conditions

- Acceptable Use – Access to the District’s technology and electronic networks must be:
 - (a) for the purpose of education or research and consistent with the educational objectives of the District; or (b) for legitimate business use.

Privileges – The use of the District’s technology and electronic networks is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The system administrator (and/or principal) will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. That decision is final.

Unacceptable Use – The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal or state law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-vised;
- c. Downloading copyrighted material for other than personal use;

- d. Using the network for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
- h. Using another user's account or password;
- i. Posting material authored or created by another, without his/her consent;
- j. Posting anonymous messages;
- k. Using the network for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- m. Using the network while access privileges are suspended or revoked.

Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

No Warranties – The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification – The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District, relating to or arising out of any violation of these procedures.

Security – Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism and Damage – Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes but is not limited to uploading or creation of computer viruses. The user is responsible for any unintentional damage to the District-owned equipment or technology that cause by the use or user’s negligence. Such damage includes but is not limited to that caused by drops, spills, virus, exposure to heat and cold, or submersion.

Charges – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/ or equipment or line costs.

Political Activities

Policy 5224

The Board recognizes its employees’ rights of citizenship, including but not limited to engaging in political activities. A District employee may seek an elective office, provided the employee does not campaign on school property during working hours, and provided all other legal requirements are met. The District assumes no obligation beyond making such opportunities available. An employee elected to office is entitled to take a leave of absence without pay, in accordance with the provisions of § 39-2-104, MCA.

No person, in or on District property, may attempt to coerce, command, or require a public employee to support or oppose any political committee, the nomination or election of any person to public office, or the passage of a ballot issue.

No District employee may solicit support for or in opposition to any political committee, the nomination or election of any person to public office, or the passage of a ballot issue, while on the job or in or on District property.

Nothing in this policy is intended to restrict the right of District employees to express their personal political views.

Possession of Firearms and Weapons

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school- sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district’s weapons policy should report it to their supervisor.

Reporting Suspected Child Abuse

In all instances of reporting child abuse or crimes, contact the superintendent and or counselor prior to making all reports to law enforcement or DPHHS.

Policy 5232

All employees with reasonable cause to believe that a child’s physical or mental health or

welfare has been adversely affected by abuse or neglect are required by state law to make a report to a law enforcement agency, Department of Public Health, Human Services (DPHHS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion.

Alleged abuse or neglect involving a person responsible for the care, custody, or welfare of the child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Sexual Harassment of Employees

In the event of accusations of Sexual Harassment, the district will complete the Title IX process outlined in the Title IX Manual.

Policy 5012-R

The District does not discriminate on the basis of sex in any education program or activity that it operates. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The Board designates the following individual to serve as the District's Title IX Coordinator:

Title: HR Coordinator

Office address: 100 Mill Street. Gallatin Gateway, MT. 59630

Phone number: (406) 763-4415. Ext. 25

Any person may report sex discrimination, including sexual harassment, at any time, including during non-business hours. Such a report may be made using the attached form, in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

For purposes of this policy and the grievance process, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or

3. “Sexual assault” as defined in 20 USC 1092(f)(6)(A)(v), “dating violence” as defined in 34 USC 12291(a)(10), “domestic violence” as defined in 34 USC 12291(a)(8) or “stalking” as defined in 34 USC 12291(a)(30).

When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator shall direct the individual to the applicable sex discrimination process for investigation.

An individual is not required to submit a report of sexual harassment involving the Title IX coordinator. In the event the Title IX Coordinator is responsible for or a witness to the alleged harassment, the individual may report the allegations to the building principal or superintendent or other unbiased school official.

Retaliation Prohibited

The District prohibits intimidation, threats, coercion or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation proceeding or hearing, if applicable.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

Confidentiality

The District must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any individual who has been alleged to be the victim or perpetrator of conduct that could constitute sexual harassment, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing or judicial proceeding arising thereunder.

Notice Requirements

The District provides notice to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees and the union(s) with the name or title, office address, email address and telephone number of the Title IX Coordinator and notice of the District grievance procedures and process, including how to report or file a complaint of sex discrimination, how to file a formal complaint of sexual harassment and how the District will respond. The District also posts the Title IX Coordinator’s contact information and Title IX policies and procedures in a prominent location on the District website and in all handbooks made available by the District.

Training Requirements

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the District’s education program or activity, how to conduct an investigation and grievance process including hearings, appeals and informal resolution processes, when applicable, and how to

serve impartially including by avoiding prejudgment of the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in the formal procedures that follow, and training on any technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment and are made publicly available on the District's website.

Conflict of Interest and Bias

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Determination of Responsibility

The individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment is presumed not responsible for alleged conduct. A determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation in accordance with the process outlined in Policy 5012P. No disciplinary sanctions will be imposed unless and until a final determination of responsibility is reached.

Title IX, Section 504, and Title II-ADA Grievance Procedures

The Gallatin Gateway School District has adopted internal grievance procedures providing for the prompt and equitable resolution of complaints alleging any action prohibited by Title IX of the Education

Amendments of 1972 Act (Title IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II, the Americans with Disabilities Act (ADA) and its amendments. Title IX prohibits discrimination on the basis of sex in education programs or activities operated by public school districts. Sexual harassment is a form of sex discrimination. Section 504 and the ADA prohibit the discrimination against individuals on the basis of disability or handicap. The Gallatin Gateway School District does not discriminate on the basis of sex or disability in its education programs and activities.

Title IX

All references to sex discrimination throughout these procedures include gender-based harassment and sexual harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Sexual harassment can occur whenever an individual makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

- In the case of a student, denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's

- academic status; or
- In the case of an employee, denies or limits the employment, recruitment, consideration, or selection or treatment, or that makes such conduct a condition of the employee’s employment status; or

Has the purpose or effect of:

- Substantially interfering with a student's educational environment or employee’s work environment;
- Creating an intimidating, hostile, or offensive educational or work environment;
- Depriving a student of educational aid, benefits, services, or treatment;
- Depriving an employee of the benefits of or deprives that employee of employment opportunities; or
- Making submission to or rejection of such conduct the basis for academic decisions affecting a student or employment decisions affecting an employee.

Sexual harassment includes sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol or is unable to give consent due to an intellectual or other disability. Sexually violent acts include rape, sexual assault, sexual battery, and sexual coercion.

Section 504 and Title II-ADA

Section 504 and the ADA prohibit a school district from excluding an “otherwise qualified individual with a disability” from participation in, or denied the benefits of, or be subjected to discrimination on the basis of that disability. Under Section 504 and the ADA, an individual with a disability: (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. All references to “disability” refer to disability or handicap and encompass both Section 504 and the ADA.

These procedures do not pertain to the identification, location, evaluation, and placement of students with known or suspected disabilities relating to educational services. Inquiries relating to the identification, location, evaluation, and placement of students with known or suspected disabilities relating to educational services should be directed to:

Counselor	Superintendent
Section 504 Case Manager	Section 504 Coordinator
406-763-4415 ext. 28	406-763-4415 ext. 13

Inquiries concerning the application of Title IX or discrimination under Section 504 or the ADA may be referred to:

District Clerk
 Title IX Coordinator
 406-763-4415 ext. 25

Inquiries may also be referred to the Office of Civil Rights, United States Department of Education.

Filing a Complaint

An individual believing that he or she has been the victim of sex or disability discrimination should file a complaint with the building administrator within 30 days of the incident(s) giving rise to the allegations. If the individual wishes to invoke the formal complaint procedures (see Formal Complaint section), the complaint should be made in writing. An individual wishing to invoke the informal resolution process may make a complaint in writing or verbally.

Informal Resolution

An individual alleging sex or disability discrimination by an employee, student, or third party may access an informal mechanism to attempt to resolve the situation. The individual making the complaint is not required to invoke any informal mechanisms to resolve the situation. The decision to invoke the informal resolution process is voluntary.

If the individual wishes to attempt to work out the problem directly with the alleged perpetrator, a school representative will be available to assist. The individual may also request mediation with a designated mediator present to assist the individual and alleged perpetrator reach a resolution.

The individual has the right to end the informal resolution process at any time. If the individual wishes to end the informal process prior to reaching a resolution or is not satisfied with the resolution reached, the individual has the right to commence a formal complaint at any time.

Formal Complaints

Gallatin Gateway School District Policy 1700 on the Uniform Complaint Procedure states:

The board establishes this Uniform Complaint Procedure as a means to address complaints arising within the district. This Uniform Complaint Procedure is intended to be used for all complaints except those governed by a collective bargaining agreement.

The district requests all individuals to use this complaint procedure when the individual believes the board or its employees or agents have violated the individual's rights under: (1) Montana constitutional, statutory, or administrative law; (2) United States constitutional, statutory, or regulatory law; or (3) board policy.

The District will endeavor to respond to and resolve complaints without resorting to this formal complaint procedure and, when a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed hereunder will not be impaired by a person's pursuit of other remedies. Use of this complaint procedure is not a prerequisite to pursuit of other remedies, and use of this complaint procedure does not extend any filing deadline related to pursuit of other remedies.

The Superintendent has the authority to contract with an independent investigator at any time during the complaint procedure process. Within fifteen (15) calendar days of the Superintendent's receipt of the independent investigator's report and recommendation, the Superintendent will respond to the complaint and take such administrative steps as the Superintendent deems appropriate and necessary.

Level 1:

An individual with a complaint is encouraged to first discuss the complaint with the appropriate teacher, counselor or the Superintendent, with the objective of resolving the matter promptly and informally. An individual complaining of alleged sexual harassment is not required to attempt to resolve the matter informally with the alleged perpetrator of sexual harassment prior to reporting the alleged harassment.

If the complaint is not resolved at this level, the Complainant may proceed to Level 2 of this procedure and file a Uniform Complaint Form 1700F.

Level 2:

When a complaint has not been or cannot be resolved at Level 1, an individual may file a signed and dated Uniform Complaint Form 1700F, stating: (1) the nature of the complaint (2) a description of the event or incident giving rise to the complaint, including any school personnel involved and (3) the remedy or resolution requested. This written complaint must be filed within thirty (30) calendar days of the event or incident or from the date an individual could reasonably become aware of such event or incident.

When a complaint alleges violation of Board policy or procedure, the Superintendent will investigate and attempt to resolve the complaint. The Superintendent will respond in writing to the complaint, within thirty (30) calendar days of the Superintendent's receipt of the complaint. In responding to the complaint, the Superintendent may: (1) meet with the parties involved in the complaint (2) conduct a separate or supplementary investigation (3) engage an outside investigator or other District employees to assist with the appeal and/or (4) take other steps appropriate or helpful in resolving the complaint.

If either the complainant or the person against whom the complaint is filed is dissatisfied with the Superintendent's decision, either may request, in writing, that the Board consider an appeal of the Superintendent's decision. (See Level 3.) This request must be submitted in writing to the Superintendent, within fifteen (15) calendar days of the Superintendent's written response to the complaint, for transmission to the Board.

When a complaint alleges sexual harassment or a violation of Title IX of the Education Amendments of 1972 (the Civil Rights Act), Title II of the Americans with Disabilities Act of 1990, or Section 504 of the Rehabilitation Act of 1973, the Superintendent may turn the complaint over to a District nondiscrimination coordinator. The coordinator will complete an investigation and file a report and recommendation with the Superintendent. Within fifteen (15) calendar days of the Superintendent's receipt of the coordinators or independent investigator's report and recommendation, the Superintendent will respond to the complaint and take such administrative steps as the Superintendent deems appropriate and necessary. If either the complainant or the person against whom the complaint is filed is dissatisfied with the Superintendent's decision, either may request, in writing, that the Board consider an appeal of the Superintendent's decision. (See Level 3.) This request must be submitted in writing to the Superintendent, within fifteen (15) calendar days of the Superintendent's written response to the complaint, for transmission to the Board.

If the complaint alleges violations against the Superintendent, the complaint shall be filed with the Board Chair using Uniform Complaint Form 1700F. The complaint will proceed to Level 3 of this procedure.

Level 3:

Upon receipt of a written request for appeal of the Superintendent's decision in Level 2, the Board Chair will place the appeal on the agenda of a regular or special Board meeting. The Board will report its decision on the appeal, in writing, to all parties, within thirty (30) calendar days of the Board meeting. A decision of the Board is final, unless it is appealed pursuant to Montana law within the period provided by law.

In the case the Board Chair receives a Uniform Complaint Form 1700F that contains allegations involving the Superintendent, within fifteen (15) calendar days of the date the complaint was filed, the Board Chair will call a special meeting of the Board, requesting the Complainant and the Superintendent to be present, where the Board will decide on contracting with an independent investigator. The complaint or identity of the Complainant will not be disclosed except (1) as required by law or this policy, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant. The investigator shall issue written findings at the completion of the investigation. The Board will meet to deliberate on the findings from the investigation and address the complaint in writing with their decision to the Complainant within seven (7) calendar days of that meeting.

Level 4

When a matter falls within the jurisdiction of a county superintendent of schools, the decision of the Board may be appealed to the county superintendent by filing written appeal within thirty (30) calendar days of the Board's decision, pursuant to Montana law.

Technology Resources

Policy 5460

The Gallatin Gateway School District recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The District also believes that students need to be proficient users of information, media, and technology to succeed in a digital world.

Public school employees are held to a high standard of behavior. The Montana Department of Education Professional Educators of Montana Code of Ethics requires District staff to maintain a professional relationship with each student, both in and outside the classroom. The District encourages all staff to read and become familiar with the Code of Ethics.

The school district staff shall not socialize with students on social networking websites (during school or out-of-school) in a manner contrary to this policy. Staff are reminded that the same relationship, exchange, interaction, information, or behavior that would be unacceptable in a non-technological medium, is unacceptable when done through the use of technology. In fact, due to the vastly increased potential audience digital dissemination presents, extra caution must be exercised by staff to ensure they don't cross the line of acceptability.

Specifically, the following guidelines should be followed as it relates to the delivery of educational services or district operations.

- Sharing personal landline or cell phone numbers with students for non-educational purposes is forbidden;
- Text messaging students for non-educational purposes is forbidden;
- Emailing students other than through and to school controlled and monitored accounts is forbidden;
- Soliciting students as friends or contacts on social networking sites for non-educational purposes is forbidden;
- Accepting the solicitation of students as friends or contacts on social networking sites for non-educational purposes is forbidden;
- Creation of administratively approved and sanctioned “groups” on social networking sites that permit the broadcast of information without granting students access to staff member’s personal information is permitted;
- Sharing with student’s access information to personal websites or other media through which the staff member would share personal information and occurrences is forbidden.

Accessing social networking websites for individual use during school hours is prohibited, unless asked to do so by superintendent. Except in an emergency situation, staff shall not access social networking sites using district equipment or personal equipment, including during preparation periods. District employees, may however; use personal equipment to access social networking sites during duty-free lunch periods, off the clock lunch periods, or while attending overnight trips as appropriate. Further, the posting of any private or confidential school district material on such websites is strictly prohibited. The Board directs the Superintendent or his/her designee to create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities and to develop procedures to support this policy.

Staff should receive prior approval of the superintendent prior to establishing an educational related social media presence.

RULES FOR APPROPRIATE USE

- The account is to be used mainly for educational purposes, but limited personal use is permitted.
- You will be held responsible at all times for the proper use of your account, and the District may suspend or revoke your access if you violate the rules.
- Remember that people who receive e-mail from you with a school address might think your message represents the school’s point of view.

INAPPROPRIATE USES

- Using the system for any illegal purpose.
- Disabling, bypassing or attempting to disable any Internet filtering device.
- Encrypting communications to avoid security review.
- Borrowing someone else’s account without permission.
- Pretending to be someone else when transmitting or receiving messages.
- Using inappropriate language such as swear words, vulgarity, ethnic or racial slurs, and any other inflammatory language.

- Downloading or using copyrighted information without permission from the copyright holder.
- Intentionally introducing a virus to the computer system.
- Transmitting or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Transmitting pictures without obtaining prior permission from all individuals depicted, or from parents or depicted individuals who are under the age of 18.
- Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Wasting school resources through improper use of the computer system, including sending chain letters.
- Gaining unauthorized access to restricted information or resources.
- Using personal internet connections for students or direct instruction.

CONSEQUENCES FOR INAPPROPRIATE USE

- Suspension of access to the system;
- Revocation of the computer system account; or
- Other disciplinary or legal action, in accordance with the District policies and applicable laws.

Internet Safety

1. Internet access is limited to only those "acceptable uses," as detailed in these procedures. Internet safety is almost assured if users will not engage in "unacceptable uses," as detailed in these procedures, and will otherwise follow these procedures.
2. Staff members shall supervise students while students are using District Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.
3. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and determined by the Superintendent or designee.
4. The district shall provide age-appropriate instruction to students regarding appropriate online behavior. Such instruction shall include, but not be limited to: positive interactions with others online, including on social networking sites and in chat rooms; proper online social etiquette; protection from online predators and personal safety; and how to recognize and respond to cyberbullying and other threats.
5. The system administrator and principal shall monitor student Internet access.

I understand and will abide by the technology, equipment and network access policies. I understand that the District and/or its agents may access and monitor my use of the Internet, including my e-mail and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken. In consideration for using the District's issuance of technology, electronic network connection and having access to public networks, I hereby acknowledge the risk for any claims and damages arising from my use of, or inability to use the equipment, network, and Internet. I understand

any negligence arising out of my use of equipment or networks shall be attributed to me as comparative negligence within the meaning of Section 27-1-702, MCA.

Termination of Employment

Dismissal or Nonrenewal of Contract Employees

Policy 5250

Termination From Employment, Non-Renewal of Employment

The Board, after receiving the recommendations of the Superintendent, will determine the non-renewal or termination of certified and classified staff, in conformity with state statutes and applicable District policy.

The principal is required to notify the superintendent of a non-certified employee's resignation or termination within seven business days following an alleged incident of misconduct or abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent or designee will notify TEA within seven business days of receiving a report from a principal, or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

Resignation of Staff

Certified employees will generally be expected to fulfill the terms of their contract: (1) unless there are clearly compelling, mitigating circumstances which prevent the certified individual from doing so; and (2) until such time as the Board releases the certified individual from the terms of the contract upon the recommendation of the Superintendent.

Classified employees will generally be expected to fulfill the terms of their contract and to give due written notice, which will permit the District to conduct a search for a suitable replacement. Generally speaking, the Board expects a two (2)-week notice.

All resignations should be given to the Superintendent in writing. Requests for resignation shall be transmitted to the Board.

Resignations

Policy 5251

The Board authorizes the Superintendent to accept on its behalf resignations from any District employee. The Superintendent shall provide written acceptance of the resignation, including the date of acceptance, to the employee, setting forth the effective date of the resignation.

Once the Superintendent has accepted the resignation, it may not be withdrawn by the employee. The resignation and its acceptance should be reported as information to the Board at the next regular or special meeting.

Optional Exit Questionnaire

In an effort to ensure a positive, safe, discrimination free workplace and to facilitate employee retention, it is the policy of the Board to request employees who are separating to participate in the Employee Exit Questionnaire Process (EEQ). The purpose of the EEQ is to obtain employees' input regarding District

working conditions and employment policies, practices and/or procedures. Information obtained will be used for statistical purposes and to meet the Board's goals to facilitate employee retention and enhancing the work environment.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to the appropriate HR Director at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

Assignments

Assignments, Reassignments, Transfers

The Superintendent may assign, reassign, and/or transfer positions and duties of all staff, subject to any provisions contained in the collective bargaining agreement. Teachers will be assigned at the levels and in the subjects for which their certificates are endorsed. The Superintendent will provide for a system of assignment, reassignment, and transfer of classified staff, including voluntary transfers and promotions. Nothing in this policy prevents reassignment of a staff member during a school year.

Certified

Each certified employee will be employed under a written contract, subject to the terms and conditions of the collective bargaining agreement and District policies. Renewal and nonrenewal will be determined by the Board after receiving a recommendation from the Superintendent and in conformance with law.

Classified Employment and Assignment

Employees designated as "classified" employees include all non-teaching positions or duties in the District.

Each newly hired classified employee will either be hired: (1) as a probationary employee, or (2) immediately be placed on a written contract for a specific term with a beginning and ending date, within the meaning of Section 39-2-912(2), MCA. Employees initially hired on a written contract for a specific term will have no expectation of continued employment beyond the current contract term, and in the absence of Board action to offer a subsequent contract, the employment will automatically conclude at the conclusion of the contract term.

For those employees hired as probationary employees, such employees will be required to complete a probationary period of two months. The Board authorizes the Superintendent to extend the probationary period in a manner permitted by law. Any extension of the probationary period by the Superintendent, together with the original probationary period, may not exceed a total of 18 months. Leaves of absence by an employee for a period of more than 5 consecutive working days other than holidays or vacations during the probationary period will be counted as part of the probationary period.

During the probationary period of employment, the employment may be terminated at the will of either the School District or the employee on notice to the other for any reason or no reason. Prior to the conclusion of the original or extended probationary period, the Superintendent will determine whether to retain the employee or make a recommendation to the Board for termination of probationary employment. If the employee is retained, the employee will be designated as one of the following types of employees depending on the factors noted.

Designation 1: If, before the probationary period concludes, the employee is placed on a written employment contract, the employment contract shall be a written contract of employment for a specific term with a beginning and ending date, within the meaning of Section 39-2-912(2), MCA. The employee will have no expectation of continued employment beyond the current contract term, and in the absence of Board action to offer a subsequent contract, the employment will automatically conclude at the conclusion of the contract term.

If the employee is issued subsequent contracts for a specific term following the initial contract, a probationary period will not apply. The employee will be subject to terms of the contract including the beginning and ending date, within the meaning of Section 39-2-912(2), MCA. The employee will have no expectation of continued employment beyond the current contract term, and in the absence of Board action to offer a subsequent contract, the employment will automatically conclude at the conclusion of the contract term.

Designation 2: If, after the probationary period concludes, the employee is not placed on a written employment contract for a specific term, the employee's service to the District will be subject to the provisions in Title 39, Chapter 2, Part 9, MCA.

Designation 3: If, after the probationary period concludes, the employee is subject to the provisions of a collective bargaining agreement, the employee's service to the District will be subject to the terms of the collective bargaining agreement within the meaning of Section 39-2-912, MCA.

Subject to any applicable collective bargaining agreement, the District reserves the right to: (1) change employment conditions affecting an employee's duties, assignment, supervisor, or grade and/or (2) determine the salary and benefits for classified employees.

Appendix

Required Notices

HIPAA – Policy 5510-R

Privacy of Medical Records

It shall be the policy of the District to protect and safeguard the protected health information (“PHI”) created, acquired, and maintained by the school district consistent with the Standards for Privacy of Individually Identifiable Health Information (the “Privacy Rule”) promulgated pursuant to the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), and any case law arising from the interpretation thereof, and applicable state laws.

All health information created and maintained by the District and its agents that is considered part of a student's “education record” under FERPA (“Family Educational Rights and Privacy Act”) is not subject to this policy.

The Board and administration recognize that, as an employer and health plan sponsor, and as a provider of health care services, certain components within the school district engage in HIPAA-covered functions and must comply with the HIPAA Privacy Rule (hereafter the “Covered Component(s)"); however, there are other components of the school district that engage in non-covered functions and so are not

required to comply with the HIPAA Privacy Rule (hereafter the “non-Covered Component(s).” Therefore, Board hereby designates itself as a “Hybrid Covered Entity” under HIPAA and its rules and regulations.

The Superintendent is the Privacy Officer, who will, with individuals appointed by the Superintendent as members of a “Privacy Team,” undertake the following tasks to ensure compliance with the HIPAA Privacy Rule:

1. Conduct a thorough initial assessment of all existing policies, procedures, and practices for creating, maintaining, using, disclosing, and destroying health information to determine where the gaps may be with respect to meeting HIPAA and/or FERPA standards and as to whether there are reasonable administrative, technical, and physical safeguards to protect the privacy of PHI.
2. Draft, adopt, and maintain administrative policies and procedures to allow the school district to meet the requirements of the HIPAA Privacy Rule as they may apply to the employee health plan and/or its health care provider Covered Components.
3. Draft and adopt a “Notice of Privacy Practices” that describes, among other things, the uses and disclosures that the District is permitted or required to make under the HIPAA Privacy Rule, its obligations under HIPAA, and the rights related thereto for employees, and students who may receive services from the school district’s health care provider Covered Component.
4. Draft and adopt HIPAA-compliant written authorizations to use or disclose PHI for purposes unrelated to treatment, payment, health care operations, and other designated purposes under the HIPAA Privacy Rule.
5. Identify Business Associates and enter into Business Associate Agreements with all third parties that access PHI when providing services on behalf of the District in relation to its employee health plan and/or health care provider component(s).
6. Establish a training program for all members of the District workforce on HIPAA and the District’s policies and procedures related thereto “as necessary and appropriate” for said employees to carry out their functions. Such a training program shall include periodic refresher courses.
7. Develop a process for handling complaints, such process to include the designation of a specific individual to handle such complaints and appropriate procedures for documenting said complaints and the disposition thereof.

The Privacy Officer shall ensure the appropriate development and implementation of sanctions against those members of the workforce who fail to comply with the administrative policies and procedures developed hereunder. In addition to ensuring that appropriate administrative policies and procedures are adopted and implemented to ensure compliance with the HIPAA Privacy Rule, the District will mitigate, to the extent possible, any harmful effects of improper disclosures of PHI and will refrain from any activity that may intimidate, threaten, coerce, discriminate against, or retaliate against an individual for exercising his/her rights under HIPAA.

Gallatin Gateway School District



2023-2024
MTSS Staff Handbook
August 2024

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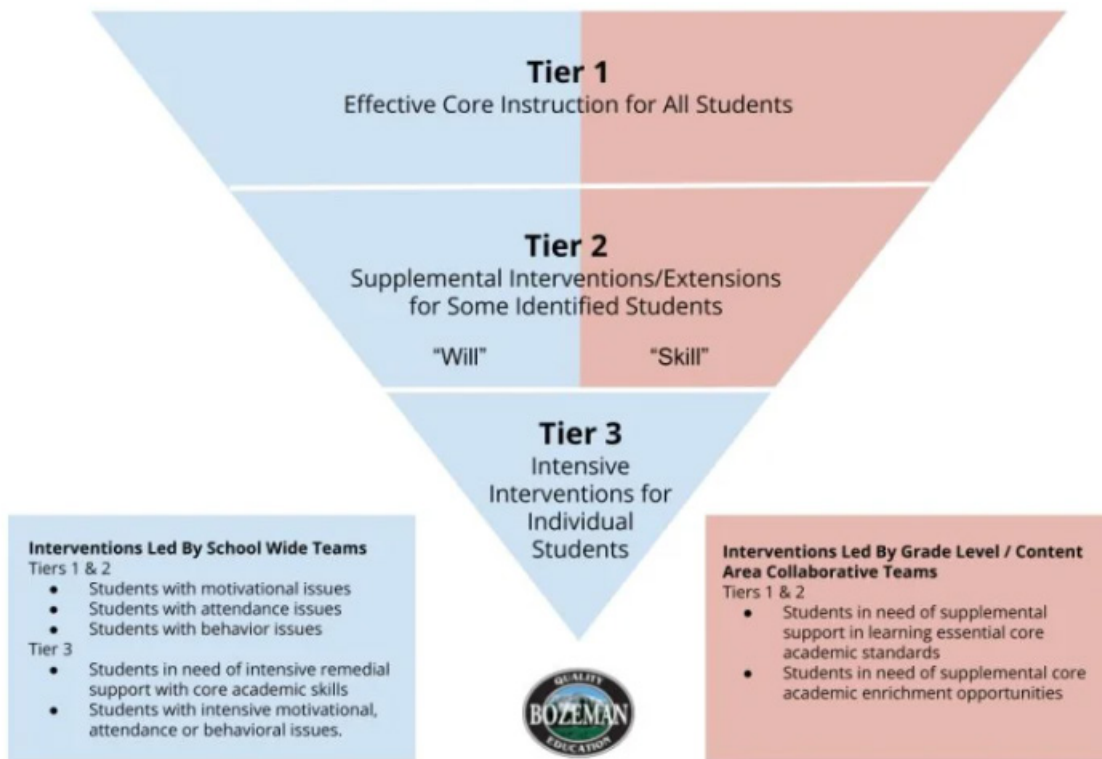
Introduction

MTSS stands for Multi-Tiered Systems of Support. MTSS is a framework for school improvement that focuses on system level change across the classroom, school, and district to provide all students with the best opportunities to maximize achievement, both academically and behaviorally. MTSS focuses on providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and continually checking fidelity of interventions. Data is used to allocate resources to improve student learning and support staff implementation of effective practices.

MTSS promotes a well-integrated system, connecting general, gifted, and special education with intervention and enrichment services. MTSS provides high-quality, standards-based instruction and intervention that is matched to students' academic, social, and behavioral needs. Additionally, the MTSS framework utilizes a trauma-informed approach that allows for empathetic staff response and interventions that take into account significant life experiences of children and family systems.

If you'd like more information on MTSS visit [Home | Center on Multi-Tiered Systems of Support \(mtss4success.org\)](https://www.mtss4success.org). There are excellent graphics and information on Tiered instruction.

****All forms noted in this document can be found in the Shared Google Drive under MTSS****



From: *Simplifying Response to Intervention* 2012 Solution Tree Press

Essential Components

- Universal, best practice, core instruction provided for all students
- Team-driven shared leadership
- Data-based problem solving and decision making
- Tiered continuum of evidenced-based assessments
- Tiered continuum of evidenced-based instruction and supports
- Family, school, and community partnerships

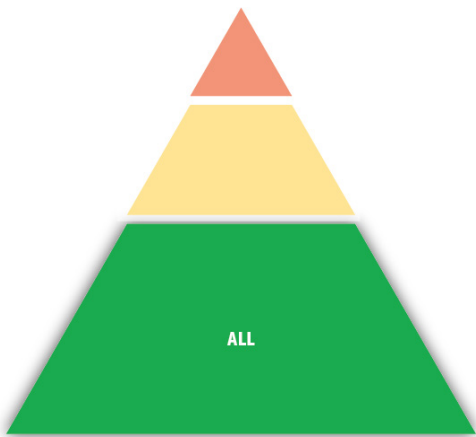
Tiered Model

- Tier I: All students will be part of strong initial instruction.
- Tier II: Even with strong initial instruction, some students will need targeted support to be successful.
- Tier III: Even with strong initial instruction, and targeted support, a few students will need intensive support to be successful.

Response Model

Tier 1

80% or more of our students must be proficient on the standards taught before referring a student for intervention. If less than 80% of the students are proficient after assessment, the teacher must find the root cause of the student's misunderstandings and reteach the information in a different manner. Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.



The core principles guiding Tier 1 include the understanding that we can and should:

- Effectively teach appropriate behavior to all children
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions

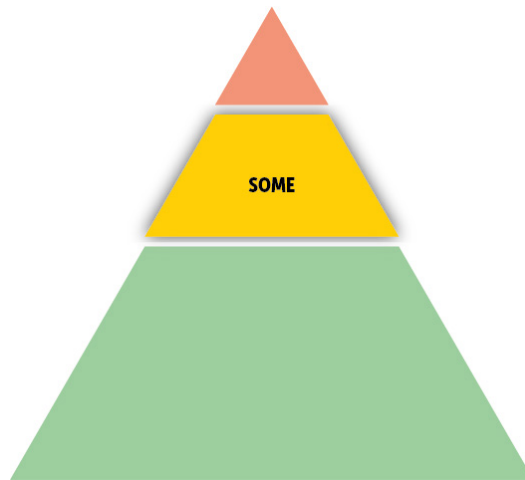
Tier 2

Classroom based intervention. For students who do not meet the 80% proficiency guideline, teachers will find interventions to provide support to the student. Students receive intervention based on the skill they are deficient. Interventions are tracked for 6-8 weeks. After the 6-8 weeks, teachers may refer the student case to the MTSS Support Team (Superintendent, Counselor, Special Education Teacher, and Classroom Teacher) for additional support. Teacher can request assistance from the MTSS Support Team.

The yellow area represents Tier 2 that supports some students. Tier 1 supports are still used with students engaged in Tier 2 supports.

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.



Tier 2 interventions are:

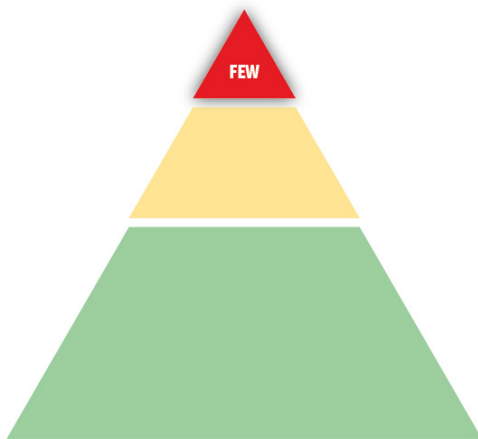
- Continuously available
- Accessible within 72 hours of referral
- Very low effort by teachers
- Aligned with school-wide expectations.
- Implemented by all staff/faculty in a school.
- Flexible and based on assessment.
- Function-based
- Allocated adequate resources
- Student chooses to participate.
- Continuously monitored

Tier 3

Targeted intervention provided by Student Support Staff. This takes place after both Tier 1 and 2 have taken place and the intervention team meets. This is not the Special Education referral phase of tiered intervention.

The red area represents Tier 3 that supports a few students. Tiers 1 and 2 supports are still used with students engaged in Tier 3 supports. It's also an effective way to address sometimes dangerous, often highly disruptive behaviors creating barriers to learning and excluding students from social settings.

At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.



Tier 3 practices stem from strong foundations in Tier 1 and Tier 2 supports. With both tiers in place, schools are free to organize individualized teams to support students with more intense needs.

The foundational systems involved in Tier 3 supports are:

- **MTSS Support Team**
Tier 3 team membership includes an administrator, a coach/behavior representative, others with basic knowledge of problem-solving. Team members should also include personnel who actively provide Tier 3 support in the school. This gives them input on decisions about the interventions they provide to the students they serve. Including school personnel from different departments ensures an array of perspectives.
- **Behavior Support Expertise**
A school's Tier 3 team must include someone who has experience providing formal support. They need to have applied behavior expertise and experience developing multi-agency support.
- **Outcome Data Collection**
- **Documenting student outcomes** lets teams monitor how the resources allocated and the practices adopted affect student outcomes. These data are essential to:
 - Supporting data-based decision making and problem-solving
 - Identifying needed adjustments to Tier 3 practices
 - Maximizing resources
 - Ensuring all students are supported fully and equitably
 - Evaluating the system's overall effectiveness

- Determining student eligibility for additional resources
- Evaluating individual education programs
- Assessing how closely Tier 3 supports are implemented as intended (fidelity of implementation) ensures student outcomes can be attributed to the interventions provided.
- Key Practices
 - Tier 3 practices start with strong Tier 1 and Tier 2 foundations. In addition to these practices, the key practices involved in Tier 3 supports are:
 - Function-based assessments
 - Functional behavior assessment (FBA) is the formal process for ensuring a student's plan centers on why a student behaves the way they do. FBA allows teams to identify which interventions are most likely to be useful for an individual student. Plans resulting from a formal FBA process will include strategies for:
 - Preventing unwanted behavior
 - Teaching appropriate behavior
 - Positively reinforcing appropriate behavior
 - Reducing rewards for unwanted behavior
 - Ensuring student safety

Team-Driven Shared Leadership

Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g., students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.

Roles & Responsibilities:

Building MTSS Support Team

- The building MTSS team will meet monthly or as needed using a consistent meeting process.
- The team will include a building administrator, general education staff, school counselor(s), literacy/ELL and special education teachers, the school psychologist.
- The MTSS team has clearly defined roles and responsibilities.
- The MTSS team will have a clear plan for communicating and collaborating with stakeholders.
- The MTSS team will support the development and implementation of the building improvement plan (including goals/targets) by continually monitoring and evaluating the success/failure of the multi-tiered systems of support.
- Review Transfer Student information to determine if interventions or advancement is needed.

Principals

- Building principals are responsible for the effectiveness of their MTSS team and ensuring the fidelity of implementation of core curriculum, quality instruction, and research-based intervention.

- Maintain necessary forms and reports to the state as required.

Counselors

- Counselors support the team in developing support for the social/emotional growth for students.
- Counselors will support staff members in delivering prevention-based curricula.
- Counselors are responsible for managing the 504 plans in their buildings.

Teachers

- Use district resources and curriculum maps to develop quality universal instruction.
- Review benchmark and diagnostic assessments to create data driven instruction.
- Use a data sheet to review individual student targets with each child, and monitor their progress during the year.
- Conduct additional assessment as needed.
- Target individual students and small groups for specific instruction based on need within their class.
- Develop learning plans and collaborate with learning teams and parents to support and monitor the plan.
- Collaborate with problem solving team to meet the needs of students not making adequate progress.

Special Education, Literacy, & Language Staff

- Literacy & Special Education staff are active members of the school MTSS team.
- Use district resources to deliver targeted and intensive interventions to students identified with need.
- Maintain necessary forms and reports.
- Monitor and support paraprofessionals supporting literacy and math intervention.

Data-Based Problem Solving and Decision-Making

A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.

MTSS Support Team

The MTSS team will develop action plans for MTSS implementation based on needs identified through root cause analysis. The classroom teacher will complete forms and documentation regarding student intervention, assessment and behavior data.

Forms to be completed as needed by the teacher:

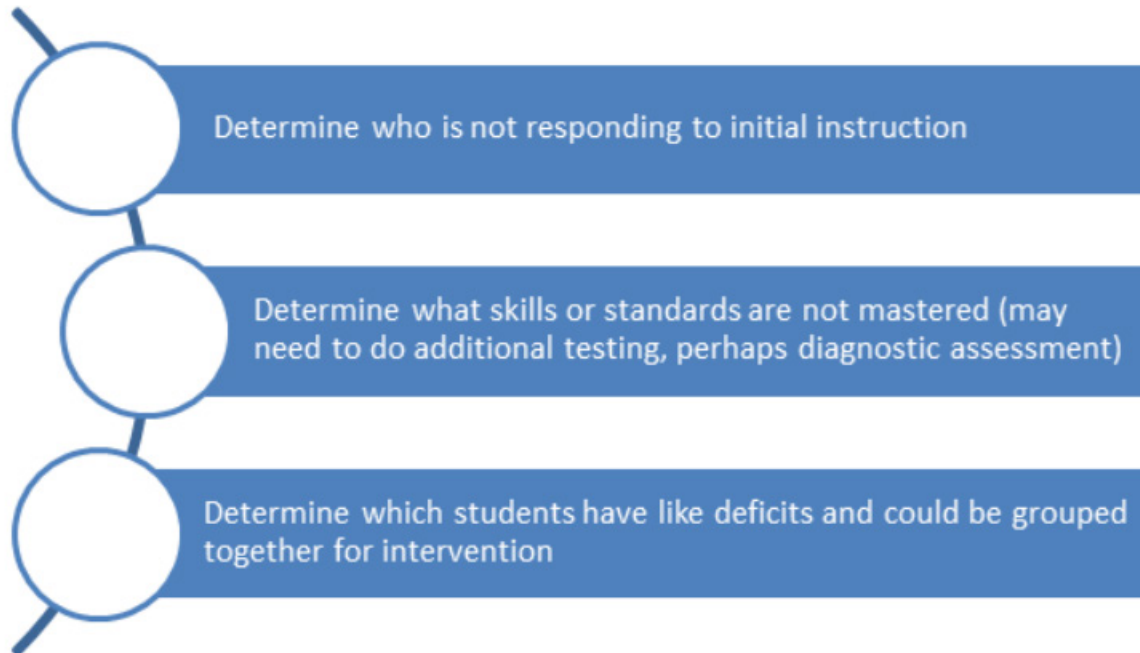
Behavior Counting Form – TF
Behavior Goal Setting Form – TF/MTSST
Intervention Change Form - TF
MTSS Data Tracking – TF
MTSS Step by Step Checklist – TF/MTSST
MTSS Teacher Referral – TF
MTSS Tier 1 Intervention Protocol - TF
Problem Solving Questions - TF
Referral for Gifted Education – TF

Forms to be completed as needed by the MTSST:

Academic Check-In Assessment Problem Solving Guide – TF/MTSST
Behavior Goal Setting Form – TF/MTSST
Behavior Intervention Strategies – TF/MTSST
Behavior Strategies Matrix – TF/MTSST
Gifted Identification Evidence Review - MTSST
Gifted Individualized Education Plan (GIEP) – MTSST
Individualized Behavior Plan Template - MTSST
MTSS Agenda Plan Template – MTSST
MTSS Step by Step Checklist – TF/MTSST
MTSS Team Agenda - MTSST
Parent Information on Gifted Education – TF/MTSST
Problem Solving Template - MTSST
Tier 2 Behavior Plan Decision Tree – TF/MTSST
Tier 3 Decision Guides - MTSST

Universal Screening & Progress Monitoring

Gallatin Gateway School District uses the Star Math, Early Literacy, and Reading assessments to establish normed data for all K-8 students at the beginning and end of each school year. In addition, K-3 students are benchmarked for reading using DRA and EasyCBM three times per year. Second grade students are screened for potential giftedness using the SAGES each year. State benchmark assessments include the WIDA Access for English Learners, MontCAS ELA and Math for 3rd through 8th grades, Science at 5th and 8th. The district maintains an annual assessment calendar. A variety of assessments may be used for monitoring student progress. Staff should match the tool to the identified need.



Evaluation Plan & Report Requirements for Identifying a Learning Disability

The MTSS Team will use an **Evaluation Plan** to gather a body of evidence that will support the evaluation of a student with a suspected learning disability. The plan will be developed after the student fails to make adequate progress on an intervention as measured by six data points. The student will be placed in a second, more intensive intervention during the evaluation period and six additional data points will be collected. The SPED staff may request permission to evaluate for possible eligibility during this time. Parents can make this request at any time. In some rare cases if there is a convergence of evidence that leads the team to suspect a disability the evaluation process and intervention may be initiated simultaneously. Once a request for evaluation of suspected disability is made the team has 60 days to complete the evaluation. LEA's have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of an RtI strategy (OSEP memo to State Directors of SPED 1/21/11).

- The student will be assessed in all areas related to suspected disability.
- Parents should be involved throughout the problem-solving process.
- The body of evidence must identify all of the child's SPED needs (whether or not commonly linked to primary disability).
- Evidence will include:
 - Current classroom, local, or state measures
 - Observation
 - Parent information
 - Relevant Medical Data
 - Subtests from Woodcock Johnson specific to suspected disability.
 - Common Guidelines for Academic Skill Deficit Include:

- 6 consecutive data points on Curriculum Based Measurement below the 12th percentile for two interventions resulting in 12 data points total
- Less than 50% on Criterion Referenced Tests

The SPED staff with the support of the MTSS team will create an **Evaluation Report** that will summarize the body of evidence gathered by the evaluation plan and during the RtI process. SLD identification should be based on a convergence of data gathered throughout the RtI process as well as any further assessment data determined by need in the evaluation plan.

The Evaluation Report can be presented at the Eligibility Meeting but it is important for staff to remember they can never state if a student is eligible for SPED in the Evaluation Report. The team will determine this at the Eligibility Meeting.

Kindergarten Guidance

When Should You Write a Tier II Plan for Kindergarten Students

The majority of kindergarten students should not need a Tier Plan during first semester of instruction. During the first semester, kindergarten teachers should:

- Closely monitor the progress of their core academics
- Develop a Tier I Plan to focus their core instruction on common areas of need

However, there may be times when a Tier II or Tier III plan is warranted for specific students under the following circumstances:

- Student has significant behavior problems (Use Behavior Plan Decision Tree to guide decisions)
- Student has significant gross or fine motor deficits
- Student has significant adaptive behavior concerns (Toileting, Social Skills, Health and Safety, etc.)
- Student has significant communication deficits (Understanding and/or Producing Speech)
- Student has significant academic deficits in multiple areas (i.e. Universal Screening, Classroom Performance, Pre-School Skills, etc.)
 - Administer the Phonological Awareness Skills Tests to determine intervention and instructional needs

By mid-year universal screening, there may be indications to write individual Tier II Plans based on:

- Students showing little to no growth from beginning to middle of the year based on universal screening.

Other Considerations:

- Tier II or tier III instructional plans should be written as an alternative to retention. *A student should not be considered for a retention if a plan has not been written.*
- The vast majority of students should be given the opportunity to have interventions as part of Tier II before a Tier III plan is written.

MTSS Support Team (MST) Procedures

Schedule of monthly meetings:

MTSS Support Team meetings will be held the 3rd Thursday of each month starting in October.

MTSS Process Decision Making Flow Chart

*4-6 data points are needed to make a determination about intervention effectiveness. As concerns increase, the frequency of progress monitoring also should increase to allow more timely decision-making.

Tier 1: Collaborative Teacher Team

- Differentiated small group and whole group instruction
 - ALL students receive Tier 1 instruction (100%)
 - Collaborate with grade above/below

Is student below expected levels?
Three sources of supporting data.

No
The data do not support need for Tier 2.

Tier 2: Collaborative Teacher Team

- Targeted, skill-based intervention in small group
 - 10-15% of the student population
- Tier 2 instruction is provided in addition to Tier 1 instruction
 - Monitor fidelity of the implementation
- Monitor student progress one to two times per month
 - 8-10 weeks of intervention,

Continue intervention and review in another 8-10 weeks.

Adjust/change intervention after team meeting. Review in another 8-10 weeks.

Yes
Exit Tier 2

Using EasyCBM or Star, does the student have three data points at/above the 40th percentile at grade level?

Yes
Is student making growth? Is student data (trend line) on or above the aim/target line at grade level?

No
Refer to MTSS Support Team for assistance.

Tier 3: Intervention Assistance Team**
**Administrator, counselor, SpEd Teacher, Student Support Specialist, Classroom Teacher

- Intensive Individual Intervention
- 3-5% of the student population

Tier 3 Instruction is provided in addition to Tier 1 instruction

- Monitor fidelity of implementation
- Monitor student progress one time per week or once every other week
- 8-10 weeks of intervention

Adjust/change intervention after team meeting. Review in another 8-10 weeks. Consider comprehensive evaluation with MTSS Team.

Exit Tier 3 to Tier 2

Yes
Does student have three data points at/above the 25th percentile at grade level and other sources of data suggest mastery of skill?

Yes
Is student making growth? Is student data on or above the aim/target line? At what grade level?

No
Are student data below the aim/target line?

MTSS Step by Step Checklist

Step 1- Teacher and/or parent have identified an academic need for an individual student.

Staff responsible for implementation: Classroom teacher

- Parents are contacted, concerns are shared, and next steps are explained.
- Tier I interventions are in place. Tier 1 Instruction/Interventions are:
 - a. Tier 1 Best Practices
 - b. Additional small group, in the classroom, as needed for core content areas
- Teacher begins to document interventions and collect data. Documentation must include the research-based intervention and progress monitoring tool (such as classroom quizzes, writing samples, spelling tests, etc.)
- Teacher collects work samples from the student

If need persists:

- Teacher seeks input from grade level team and school experts.
- New interventions are tried to meet the student's needs. Documentation of interventions and data collection continues.

If need persists:

Step 2 – Based on data, the student's needs are beyond the classroom teacher's ability to address with only Tier 1 supports. The classroom teacher arranges to meet with the Problem-Solving/MTSS Team to discuss progress/achievement and possible targeted interventions that may be necessary.

Staff responsible for implementation: Classroom teacher, interventionist, and/or other MTSS team member (designated by team).

- Teacher brings documentation to be reviewed by the MTSS team. Documentation might include:
 - Report cards
 - Work samples
 - Peer work samples
 - Current progress monitoring (quizzes, classroom assessments, EasyCBM, STAR, IXL etc.).
 - MTSS Data Tracking Sheet
 - Research-based intervention(s) are put in place on a consistent basis for 20/30 minutes, 2-5 days a week.
- Tier 2 Interventions are delivered in small group (5/7 students) by the classroom teacher or interventionist, IN ADDITION to the instruction that continues to happen in the classroom. Examples:
- a. Small group instruction on the area of need
 - b. Reteaching or pre-teaching vocabulary

c. Direct instruction that includes: review previously taught material, state objectives, present new material, guided practice, feedback

- Six to eight data points are collected using an appropriate (normed) progress monitoring tool or CBM. *If the trend line is going strongly positive or strongly negative, we can make decisions sooner.*
- MTSS liaison or team member communicates on a weekly basis with the classroom teacher and organizes and supports with the Intervention, Progress Monitoring (CBMs – 6 to 8 data points), Data Analysis.
- A follow-up meeting is scheduled to review results.
- Classroom teacher communicates with parents the outcome of the meeting.

If need persists:

Step 3 - The PST/MTSS Team and parents meet to discuss Tier 3 Interventions.

Staff responsible: Classroom teacher, interventionist, ESL teacher, and/or other RtI team member (designated by team) Building Team Leader (BTL).

- At this time, the MTSS Liaison and classroom teacher should have the following documentation:
 - Work samples in area(s) of concern
 - Comparable peer work samples
 - Documentation of Tier I and Tier II interventions and assessment data – MTSS Data Tracking Sheet
 - Any other background information that is relevant to concerns
- New interventions are planned, intensified interventions are discussed and developed with the PST/MTSS Team and building specialists.

Step 4 – Tier 3 interventions. Possible special education evaluation.

Staff responsible: Classroom teacher, interventionist, and/or other MTSS team member (designated by team) Building Team Leader (BTL).

Important: Collaboration with district MTSS Coordinator and/or other district coordinators can start at any point.

Family, School, and Community Partnering

The collaboration of families, schools and communities as active partners in improving learner, classroom, school, district, and state outcomes. Family involvement is required at Tier III.

Contact Log

Staff members will log all parent contact in the PLP Contact Log in Infinite Campus. Any important documentation should be uploaded into IC. Depending on the support area, staff members may upload

to either PLP, Behavior, or Counseling. Counseling and Behavior areas are not visible to all staff, so that is where you store the most sensitive documentation to maintain student privacy.

Parent Notification Requirements

Section 1112 of Every Student Succeeds Act (ESSA) requires that Lead Education Agencies (LEAs) receiving Title I, Part A funds must notify the parents of each student attending any school receiving these funds of the following: Teacher qualifications, testing transparency, and language instruction.

Systems for Connecting Families to MTSS

The MTSS will create ongoing ways for families to be active participants in the educational system and feel, welcomed, valued, and connected to each other, to staff, and to what students are learning. The school respects and includes every family. This includes ongoing training to build capacity for families/parents to be empowered advocates for their own and other children. Data around student performance will be shared routinely with families

- State assessment report available at beginning of school year
- Assessment reports (IXL/STAR) to families within 6 weeks of test
- WIDA Access Report in May
- Students in grades K-8 will have a local assessment report shared during parent teacher conferences.

Translation

MTSS teams will make every effort to ensure that everything they communicate with families is in a language they understand and with an appropriate reading level.

Layered Continuum of Supports

Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students). The MTSS team establishes a system of prevention-focused, hierarchical tiers of support matched to student needs.

Accessibility & Accommodations

We can support all students in both learning and demonstrating their mastery by providing a variety of ways for students to access materials and present their proficiency. Some students will need a more structured support system that will require a learning plan. Students with learning plans may qualify for instructional/assessment accommodations. Staff members are asked to record assessment accommodations on the district accommodations sheet (access is restricted to maintain privacy) to ensure students will be assigned the correct accommodations on state tests. The state restricts accommodations for students on state assessments to maintain the integrity of the assessment results.

Extended time on state assessments is only available for students with an IEP or 504. Oral presentation on a reading assessment, using a calculator on a non-calculator test, and scribing for a student's writing are all considered unique accommodations and are only allowed through a strict vetting process with the state.

Learning Plans & Monitoring Tools

Learning plans are maintained in the PLP area of infinite campus. Because Infinite Campus will replace the form whenever you save after edit it is important to create a new form each year or copy the previous so we can maintain a historical record of previous plans. PLPs are used for a variety of reasons including literacy, math, behavior, and language acquisition.

IEP: Individual Education Plan is maintained for students identified with a disability in accordance with IDEA.

504: 504 plans are used for students with a permanent disability that interferes with learning.

PLP: Personal Learning Plan is a one-page PDF form used for a variety of needs, often behavior.

LAP: Language acquisition plan and **Parent Notification Letter** is required for all students identified as English language learners.

GIEP: The Gifted Individualized Education plan is used 2-8^h for identified gifted students. The GIEP should be written when a student is either first identified or upon enrollment in a new school. It is updated each year while in the same school.

Literacy or Math Intervention Data: Teacher and/or case manager use this to record student progress usually a Google Doc. Required for pull-out intervention services and students in review for SPED services.

Literacy or Math Data Sheets: A datasheet of reading and math will be created for each grade level with all of their current district and state-level assessments. A unique learning target will be created for each student based on how far behind or ahead they are from the grade-level benchmark of the 40th percentile.

Targeted and Intensive Interventions

An instructional intervention is a specific program or set of steps to help a child improve in an area of need. These interventions may vary in intensity (size of group), duration (how long they last), and/or frequency (how often they occur). Interventions are also sometimes confused with accommodations.

An accommodation is a change to the environment that gives the student equal access to learning. For example, providing a student with text to speech to access reading materials is an accommodation, not an intervention.

A modification is a change in the course, standard, test preparation, location, timing, scheduling, expectations, student response, and/or other attributes which provides access for a student with a disability to participate in a course, standard or test which does fundamentally alter or lower the expectation, standard, or course.

Often, at the targeted level there will be additional daily time for direct instruction with a narrower focus than was provided at the universal level. This direct instruction could be academic; teaching strategies; or creating an environment to enhance motivation and engagement; or a combination of these. A sufficient length of time and ongoing monitoring should be provided to determine if the intervention is working. Some have recommended six to eight weeks for the targeted intervention, but there is no set time limit. *Careful, frequent monitoring of progress is important.* The intervention should specifically match the needs of each individual student. Targeted interventions are most effective when the problem-solving team clearly identifies the specific problems or barriers to the student's learning prior to prescribing interventions. Typically, it is best to follow the principle of using the most effective but least intrusive intervention needed; i.e., doing what is needed, but no more than that. Students who have not responded to a targeted intervention have severe and persistent academic difficulties that will need more intensive intervention, often referred to as Tier 3 or tertiary level instruction. In contrast to targeted instruction, intensive intervention is characterized by:

- Increased intensity (e.g., more instructional time, smaller group size)
- Individualization of instruction based on data

ALL PARENTS MUST BE NOTIFIED WHEN BEING MOVED INTO TIER II/III INTERVENTIONS. Forms are located in the MTSS folder.

English Language Acquisition (Title III)

If a language other than English is identified in any of the Primary/Home Language Survey responses and further investigation from school staff indicates English is not the primary language, the student will be identified as a *potential* ELL student. Each potential ELL will be given an English Language Proficiency Placement Test (WIDA APT for Kindergarten and 1st-semester 1st grade and the WIDA Screener for all others). The district will collect additional evidence through a family interview, grades, and local/district assessments. If this body of evidence indicates the student is not proficient in English, he/she is identified as an ELL student and the staff will then determine appropriate placement for services. A parent notification letter is written and communicated in language and format understandable by the parent/guardian. The letter should detail the child's English and academic proficiency, the methods of instruction used in the program, and what level of performance is necessary to exit services. The notification includes an option for parents to refuse the services offered but they cannot refuse testing necessary for identification. All assessment and identification is conducted within 30 days of the beginning of the school year or within two weeks of a student entering the district. Services are delivered based on student needs in listening, speaking, reading and writing in English. Students are evaluated for potentially leaving EL services annually based on a body of evidence using re-designation guidelines from the state.

Gifted Education

Potentially gifted students are identified through district assessments, teacher observations, and classroom performance K-12. Formal identification for gifted students does not begin until 2nd grade when all students are screened. Students above grade 2 may be referred to the MTSS team for

evaluation at any time. The Gifted Individualized Education Plan (GIEP) will be written when entering a new building in conjunction with building counselor, classroom teacher, student, and parent. GIEP will be reviewed/updated at conferences each year or when requested by parent/student or teacher. Teacher and parent referrals are on the shared drive.

Homelessness & Foster Care

Families fill out a residency questionnaire upon enrollment that helps us identify students that do not have stable housing. A small portion of Title I funds are set aside to support families experiencing a housing crisis. Check with the district office to get support with food, clothing, or school supplies. Students who are in foster care may also need additional support from the school. Students in foster care or identified as homeless receive free lunches and must be enrolled immediately even if they don't have proper records. Once enrolled, building staff will immediately request records. The district is responsible for ensuring that bus drivers, school secretaries, school health aides, food service employees, counselors, teachers and administrators know how to watch for signs of homelessness and make referrals to their supervisors as needed. The district follows federal/state guidelines around transportation to ensure that students remain in the school setting that is the best placement for the child.

Title I Targeted Assistance

Title I is a federally funded program to support at-risk students in catching-up to their peers. Funds are appropriated by the state to eligible school districts and monitored in accordance with federal guidelines which determine which schools should receive Title I services. Schools are selected based on their percentage of students qualifying for free or reduced lunches. Title I is not a Special Education Program. Targeted Assistance is the traditional way of delivering Title I supplemental instruction. The student is first identified as being at-risk for not meeting the District Standards. Title I does not supplant the classroom teacher; it provides an extra "boost" of intensive instruction targeted to that student's individual needs with a trained reading/math specialist. Students identified as Title I should be those who are receiving a targeted or intensive intervention outside of their core instruction. Screening and diagnostic data from Easy CBM and STAR Diagnostic are used to determine the type of intervention.

Determine which students will be served using a uniformly applied methodology that identifies students most at-risk of failing to meet the Montana Standards for their grade level.

- Provide supplemental support to eligible students using research-based interventions.
- Monitor the progress of students being served in the Targeted Assistance Program.
- Use the Universal Improvement Planning Process (UIP) to conduct a comprehensive needs assessment of how the Title I program is meeting the needs of students and families.
 - How many were served? What were the outcomes? How many were exited from services? How do the various sub-groups compare? Which research-based interventions were most effective?
- Actively engage families in a meaningful way in adherence to the district Title I parent and family engagement policy.

- Parent/School Compact
- Copies of schedules for Title I funded personnel.
- Tri-annual attestation of services for federally funded personnel.
- Hold an annual meeting to explain the programs funded with Title I and provide an opportunity for families to participate in the planning, review, and implementation of programs.
- Maintain complete list of all students served through Title I annually.
- Adhere to all reporting and parent communication/engagement requirements.
- Coordinate services and programming with other schools and programs serving students at-risk of meeting grade level standards. (ESL, Migrant, Preschool, Homeless, Special Education, etc.)

Forms

Legend:

MTSS Team - MTSST

Teacher Forms – TF

District Forms – DF

Academic Check-In Assessment Problem Solving Guide – TF/MTSST

Behavior Counting Form – TF

Behavior Goal Setting Form – TF/MTSST

Behavior Intervention Strategies – TF/MTSST

Behavior Strategies Matrix – TF/MTSST

Gifted Identification Evidence Review - MTSST

Gifted Individualized Education Plan (GIEP) – MTSST

GT Parent Referral – TF/MTSST/DF

GT Teacher Referral - TF/MTSST/DF

Individualized Behavior Plan Template - MTSST

Intervention Change Form - TF

MTSS Agenda Plan Template – MTSST

MTSS Data Tracking – TF

MTSS Parent Conference Guidance - TF

MTSS Step by Step Checklist – TF/MTSST

MTSS Summary for Parents - DF

MTSS Team Agenda - MTSST

MTSS Teacher Referral – TF

MTSS Tier 1 Intervention Protocol - TF

Parent Information on Gifted Education – TF/MTSST

Parent Notification for Tier II/III Reading – TF

Parent Notification for Tier II/III Math - TF

Parent-School Compact - DF

PBIS Behavior Flow Chart – TF

Problem Solving Questions - TF

Problem Solving Template - MTSST

Referral for Gifted Education – TF
Tier 2 Behavior Plan Decision Tree – TF/MTSST
Tier 3 Decision Guides - MTSST

Gallatin Gateway School



Personnel Handbook 2024-2025

The Core Purpose of Gallatin Gateway School:

The Core Purpose of Gallatin Gateway School is to embrace an engaging learning culture in a safe, nurturing environment where each student thrives now and into the future.

Updated: May 17, 2023

The material covered within this Personnel Handbook is intended as a method of communicating to employees regarding general District information, rules, and procedures and is not intended to either enlarge or diminish any Board policy, administrative procedure, or collective bargaining agreement. Material contained herein may, therefore, be superseded by such Board policy, administrative procedure, collective bargaining agreement, or changes in state or federal law.

Any information contained in this Personnel Handbook is subject to unilateral revision or elimination, from time to time, without notice, consultation, or publication, except as may be required by contractual agreements or law.

No information in this document shall be viewed as an offer, expressed or implied, or as a guarantee of any employment of any duration.

Please direct any questions to the Superintendent.

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District Information

Description of the District

Gallatin Gateway School District operates with one central goal – equity and excellence for every child. Believing OUR students are THE Future, the mission of Gallatin Gateway School District is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

Gallatin Gateway School is a rural Kindergarten through eighth-grade school that serves an average of 150 students per year. It was started before 1884, and for over a hundred years has fulfilled the needs of rural families. The school has established itself in this deep-rooted community and is continuing to thrive and expand.

Motto

"Educating the Future"

Philosophy

The Trustees of School District #35 are guided by the conviction that every student has the right to the best education this community can provide. Responsibility for this rests with all citizens, parents, school staff, and students, with the ultimate responsibility for direction and decision-making being assumed by the Board of Trustees.

The Board will exert leadership in creating, maintaining, and improving the school for the children's educational needs. The focal point of concern in our school system is the student. Organization, staffing, programming, teaching, and funding will all be developed to enhance positive opportunities for students to learn and develop personally, academically, and socially.

To that end, GGS places a tremendous emphasis on the district's Strategic Plan:

The Core Purpose of Gallatin Gateway School

embrace an engaging learning culture in a safe, nurturing environment where each student thrives now and into the future.

Core Values

- ❖ Individualized Success – We value a commitment to success from each board member, each staff member, and each student. The dedication and enthusiasm of each board member and each staff member together with our nurturing, inspiring environment is critical to each student's success.
- ❖ Student-Centered – The focus of all decisions is based first and foremost on the best interests of every student. We value the individual attributes of each student and a school environment that promotes positive, individual opportunities for each student.
- ❖ Sense of Community – We believe that engagement with and respect for our community is vital to our success.
- ❖ Accountability – We believe that holding ourselves accountable for our successes and our challenges is essential to reaching our envisioned future.
- ❖ Culture of Collaboration and Support – We believe that fostering a culture in which our staff are and feel valued and supported in their roles and a culture where collaboration is embraced and honored is vital to our success.

OUR LONG-TERM ENVISIONED FUTURE:

- ❖ Gallatin Gateway School is the premier school in our area because of our dynamic, collaborative, and stimulating environment where each student thrives.

Goals of Gallatin Gateway School

Goal Area 1: Individual Student Success

Statement of Intended Outcome, Five years: We have successfully enhanced our expectations of students, the exposure of our students to learning opportunities, and our individualized approach to education. As a result, our students are literate and enthused about their education, are enjoying their experiences, and are thriving.

1-2 Year Strategic Objectives:

High Priority Strategy:

- ❖ We will establish high expectations for each student and provide the necessary support, to attain proficiency and continued growth for individual student success. This includes, but is not limited to:
 - Building on the depth of subject matters and integrating opportunities in our curriculum and programs to enhance the exposure and opportunities for each student.
 - Enhancing the educational opportunities for each student and providing our families with the tools needed to best support their children.
 - Enhancing the opportunities for our students to learn through real-world application of concepts, problem-solving, and critical thinking.
 - Enriching the team-building and collaboration opportunities that support individual student success.
- ❖ We will enhance the exposure and opportunities for each student in the arts, foreign languages, and music programs.

Goal Area 2: Facilities

Statement of Intended Outcome, Five Years: We have successfully integrated environmentally friendly initiatives into our school and enhanced the current and future use and efficiency of our facilities to ensure that our school meets the contemporary needs of our students, staff, and the community we serve.

1-2 Year Strategic Objectives:

High Priority Strategy:

- ❖ We will continue with our comprehensive review of our existing space to address deferred maintenance and analyze options for future expansion to maximize the efficiency and use of our facilities and to ensure that our facilities support our students, staff, and community.
- ❖ We will advocate for the support and funding of facilities to reach our intended outcome, including but not limited to, advocating for the passage of bonds and levies needed to reach this goal in compliance with the law.

Goal Area 3: Staff and Volunteers

Statement of Intended Outcome, five years: Our staff are highly valued and supported and because of our positive work environment, our staff flourish in their respective positions. Our staff, with our volunteers, collaborate in a cohesive manner that fully supports the individual needs of our students. Our staff and volunteers have positively impacted each student enrolled in our school.

1-2 Year Strategic Objectives:

High Priority Strategies:

- ❖ We will enhance the professional development and mentorship opportunities for our staff with a clear focus on increasing the individual success of each student.
- ❖ We will enhance the opportunities for staff to collaborate in work sessions with a focus on the alignment of our curriculum from subject to subject, grade to grade, and the transition to secondary

education.

Medium-Level Priorities:

- ❖ We will enhance the professional development opportunities and effectiveness of our volunteer program for the mutual benefit of the school, staff, students, and those who volunteer their time.

Goal Area 4: Leadership, Communication, and Collaboration

Statement of Intended Outcome, Five Years: Leadership roles have been articulated and enhanced resulting in quality and effective communications and collaboration with parents, staff, and the community. Through our efforts, we now operate in a cohesive manner that has significantly improved our District operations, programs, and services and enhanced individual student success.

1-2 Year Strategic Objectives:

High Priority Strategy:

- ❖ We will enhance the effectiveness of our communications with students, staff, parents, and community members to create a school environment that is collaborative and solution-based involving all relevant stakeholders.
- ❖ We will enhance the effectiveness of a strong, consistent administrative leadership team and efficient school operations.

Goal Area 5: Safety

Strategic Planning Process of the Gallatin Gateway School






Statement of Intended Outcome, Five Years: We have enhanced the safety and security of our facilities to minimize the risk and harm to our students and staff in the event of a safety or security breach. We have effectively enhanced our emotional support services for students.

1-2 Year Strategic Objectives:

1. We will enhance the safety, health, and well-being of our students and staff and the security of our school building and property. This includes but is not necessarily limited to:

- ❖ Enhancing our safety procedures and training for all emergencies.
- ❖ Enhancing our counseling support for students.
- ❖ Increasing our awareness of, training on, and implementation of alternative means of addressing student behaviors.
- ❖ Ensuring our facilities are safe and secure

Governing Board Members

-  Aaron Schwieterman, Chair
-  Mary Thurber, Vice-Chair
-  Carissa Paulson, Member
-  Tim Melton, Member
-  Brian Nickolay, Member

Regular board meetings are scheduled for the third Wednesday beginning at 6 pm. Work study sessions are scheduled from 1-3 pm on designated Wednesdays. The Study Sessions will be posted as the meetings occur. Special meetings may be called when necessary.

All meetings are open to the public. The public is welcome to comment on non-agenda items utilizing a public comment form submitted to the District Clerk before the meeting start time.

Board Meetings

The Constitution of the State of Montana delegates to the Board responsibility for the conduct and governance of the District school. Unless otherwise specified, all meetings will be held in the Gallatin Gateway School board room. Regular meetings shall be held at 6:00 pm on the third Wednesday of each month.

Governing Board Policies

All Governing Board policies can be found in the Gallatin Gateway School District Policy Manual by the Montana School Boards Association. Policies on the website are updated as needed.

School Administration

Kelly Henderson	Superintendent, Principal
Brittney Bateman	District Clerk/Business Manager Administrative Secretary
Hannah Hancox	Athletic Director
Darwin Stoner	Facilities Director

School Calendar

2024-2025 -Calendar.pdf (gallatingatewayschool.com)

School Directory

Gallatin Gateway School Staff Directory

Equal Opportunity Employer

The Board is an Equal Opportunity Employer. The District does not discriminate on the basis of age, color, disability, race, national origin, religion, sex, or veteran status, as required by law. Reasonable accommodation for individuals with disabilities will be made as required by law. If considerations of sex, age, or disability have a bona fide relationship to the unique requirements of a particular job or if there are federal or state legal requirements that apply, then sex, age, or disability may be considered a bona fide occupational qualification, provided such consideration is consistent with governing law.

The following individuals have been designated to coordinate compliance with these legal requirements, including age discrimination, Section 504 of the Rehabilitation Act of 1973, Title II/ADA, Title VI, Title VII, Title IX, Title X, and other civil rights, or discrimination issues and may be contacted at the Gallatin Gateway School office for additional information and/or compliance issues.

- Age Discrimination Coordinator- Superintendent
- Section 504 Coordinator- Superintendent
- Section 504 Case Manager- School Counselor
- Title II-ADA Coordinator- Superintendent
- Title VI Coordinator- School Counselor
- Title VII Coordinator- School Counselor

- Title IX Coordinator- School Counselor
- Title X- School Homeless Liaison- School Counselor

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: Brittney Bateman, District-Clerk/Human Resources, 100 Mill Street, Gallatin Gateway, MT 59730, 406-763-4415 or district-clerk@gallatingatewayschool.com. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees with concerns regarding discrimination based on a disability: Marissa Schultz, Section 504 Coordinator, 100 Mill Street, Gallatin Gateway, MT 59730, 406-763-4415, schultz@gallatingatewayschool.com.

Associations

The Gallatin Gateway Education Association, MFPE is the bargaining unit for certified staff. An electronic version of the 2022-2024 Master Agreement is available on the District Website.

District Calendar

Subject to 20-1-301 and 20-1-308 MCA and the District's collective bargaining agreement, the Board sets the number of days in a school term, the length of the school day, and the number of school days in a school week.

District Calendar Guidelines/Procedures

The development of the District calendar will be guided by the following procedure:

- ❖ The calendar will include a minimum of three days per week.
- ❖ The calendar will include the following holidays: Labor Day, Thanksgiving Day, Christmas Day, and the state or national election days when the school building is used for a polling place and the conduct of school would interfere with the election process at the polling place.
- ❖ The calendar will include 10 Pupil Instruction Related (PIR) Days.
- ❖ The calendar will include one week for spring break; the same week as Bozeman Public Schools.

Building Hours and Usage

When using the building for class preparation, it is an employee's responsibility to see that the building is properly secured and lights turned out upon departure. All outside doors must be checked to be sure they have closed securely. Pull on the doors to be sure they have closed tightly.

The building hours are Monday-Thursday from 7:50 am to 3:50 pm and Fridays 7:50 am-3:25 pm during the school year. During the summer and other times when school is not in session, the building is closed.

School facilities are available to the community for educational, civic, cultural, and other non-commercial uses consistent with the public interest when such use does not interfere with school programs or school-sponsored activities. Use during the summer may require extra fees. The use of school facilities for school purposes has precedence over all other uses. Persons on school premises must abide by the District's rules of conduct at all times.

Student and school-related organizations shall be granted the use of school facilities at no cost if the schedule has openings. Other organizations granted the use of the facility shall pay fees and costs. Contact the Superintendent or athletic director for more information.

Phone Extensions

Use lines 1-3 to call outside of the building, line 2 is for local calls only. Press the extension number to call an extension.

- 10 - Office
- 11 - Office
- 12 - Learning Lab
- 13 - Superintendent
- 15 - 7th Grade
- 16 - 6th Grade
- 17 - Bus exit
- 18 - 3rd Grade
- 19 - 5th Grade
- 20 - 4th Grade
- 21 - 8th Grade
- 22 - Library
- 23 - Tech Lab/MS Math
- 25 - District Clerk/Business Manager
- 26 - 2nd Grade
- 27 - Kindergarten
- 28 - Counselor
- 29 - Special Education
- 30 - Music Room
- 31 - 1st Grade
- 32 - Kitchen
- 33 - Art Room
- 36 - Business Manager

Work Day Expectations

Confidentiality

In certain circumstances, employees may receive confidential information regarding students' or employees' medical, discipline, or court records. Employees are required to keep student and personnel information in the strictest confidence and are legally prohibited from passing confidential information along to any unauthorized individual. If employees have any questions about access to confidential information, they should speak to the Superintendent.

Donations

All donations should be made through the office using a donation form. All donations are property of Gallatin Gateway School and must be added to the appropriate classroom inventory. Thank You cards are encouraged after receiving a donation. Thank You cards are available at the front office. Should you receive a donation from an individual or group, please send the information to the office for proper documentation.

Employee Check-in/Checkout Procedures

Employees who leave during the work day are required to sign out at the front office. It is a general courtesy to remind an office person of their approved leave the day before the approved leave day(s) (even if the Request for Approval of Leave Form has been completed and approved). If leaving or returning for a half-day leave, employees should sign in or out at the office and notify an office person.

Email Use and Instruction

Teachers are expected to check email frequently throughout the work day for messages pertinent to student absences, transportation, etc., and at the end of the day before student release for messages about bus riding and/or afterschool care or plans.

Employee Parking

Employees are to park their vehicles in the parking lots to the West and North side of the school. Visitor parking is in the spaces West of the school.

Faculty Meetings

All certified staff are expected to attend staff meetings unless prior arrangements have been made with the Superintendent. Wednesday afternoons are reserved for staff meetings. Teacher-requested items for the staff agenda should be discussed with the Superintendent at least one week before the meeting; however, the Superintendent has final authority over all items discussed at the staff meeting. Teachers can assist by being on time and staying on task. Staff meetings are scheduled for professional development or organization and communication of business that typically cannot be handled through email, staff bulletins, or committee structure. Social committee or other committee meetings of the staff should be arranged for days other than Wednesday after school.

Gifts and Solicitations

Staff members are to avoid accepting anything of value offered by another to influence his/her professional judgment. No organization may solicit funds from staff members within the school, nor may anyone distribute flyers or other materials related to fundraising drives through the school without the Superintendent's approval.

The solicitation of staff by salespeople, other staff, or agents during on-duty hours is prohibited without the Superintendent's approval. Any solicitation should be reported at once to the Superintendent.

Holidays

Certified staff holidays are dictated by the school calendar. Classified staff holidays are dictated by 20-1-305,

MCA:

- ❖ Independence Day
- ❖ Labor Day
- ❖ Thanksgiving Day
- ❖ Christmas Day
- ❖ New Year's Day
- ❖ Memorial Day
- ❖ State and national election days when the school building is used as a polling place and the conduct of the school would interfere with the election process of the polling place.

Part-time classified employees shall receive holiday pay on a prorated basis. In those cases where an employee, as defined above, is required to work any of these holidays, another day shall be granted instead of such holiday unless the employee elects to be paid for the holiday in addition to the employee's regular rate of pay for all time worked on the holiday. Temporary employees will not receive holiday pay.

In cases where one of the above holidays falls on Sunday, the following Monday shall not be a holiday. In those cases where one of the above holidays falls on Saturday, the preceding Friday shall not be a holiday.

If a holiday occurs during the period in which vacation is being taken by an employee, the holiday shall not be charged against the employee's annual leave.

Punctuality

We rely on each other to keep our school running smoothly and our students safe; we must be on duty on time. This includes being assigned morning, afternoon, and other duties as assigned. Other opportunities for punctuality include recess obligations, meetings, parent-teacher conferences, school events, and arrival and pick-up of students from elective classes and the cafeteria.

Requesting a Substitute

The Board authorizes the use of substitutes as necessary to replace teachers who are temporarily absent. The Superintendent or assigned designee shall arrange for the substitute; under no condition is an employee to select or arrange for a substitute.

Certified Employees:

If it is necessary to be absent from teaching, arrangements must be made as far in advance as possible, except in the case of illness or emergency. If absence is known before the day of absence, a Certified Request for Approval of Leave Form must be submitted to the Superintendent for approval.

In the event of illness or emergency certified employees should notify the staff member(s) designated to arrange substitutes as soon as it is known that he/she will not be able to attend work:

- ❖ If a text is sent or a voicemail is left, employees are expected to follow up if an immediate response is not given. A detailed voicemail message should be left, including the reason for absence, the location of lesson plans and substitute folder, and a number that can be reached during the day.

Lesson plans must be submitted to the Superintendent and a copy left for the substitute in the teacher's District Substitute Folder/Binder. Teachers must sign out at the office and remind an office person before leave day(s). If leaving or returning from a half-day leave, sign in or out at the office and visit with an office person about leaving or arriving at school.

- ❖ Submit the hard copy to the Superintendent's office mailbox.
- ❖ Certified employees are requested to call before or as close to 6:00 am as possible and by 3:00 pm of the day of absence to notify the Superintendent if additional days are
- ❖ needed or if the employee is returning on the following day.
- ❖ Upon return to work following an illness or emergency absence, certified employees must submit a Certified Request for Approval of Leave Form to the Superintendent's mailbox for the absence.

Classified Employees:

If it is necessary to be absent from the kitchen, paraprofessional or office duties, or bus routes, arrangements must be made as far in advance as possible, except in the case of illness or emergency. If absence is known before the day of absence, a Classified Request for Approval of Leave Form must be submitted to the Superintendent for approval.

In the event of illness or emergency classified employees should notify the staff member(s) designated to arrange substitutes as soon as it is known that he/she will not be able to attend work:

If a text is sent or voicemail is left, employees are expected to follow up if an immediate response is not given. A detailed voicemail message should be left, including the reason for absence, the location of lesson plans/substitute folder, and a number that can be reached during the day. Classified employees should have a substitute folder with common daily procedures described if a substitute will need to cover all duties. Lesson plans, if needed, must be submitted to the Superintendent, and a copy left for the substitute. Staff must sign out at the office and remind an office person before leave day(s). If leaving or returning from a half-day leave, sign in or out at the office and visit with an office person about leaving or arriving at school.

Submit the hard copy to the Superintendent's office mailbox.

Classified employees are requested to call before or as close to 6:00 am as possible and by 3:00 pm of the day of absence to notify the Superintendent if additional days are needed or if the employee is returning on the following day.

Upon return to work following an illness or emergency absence, classified employees must submit a Classified Request for Approval of Leave Form to the Superintendent's mailbox for the absence.

Prepare for a Substitute Teacher

Students should be informed that there will be a substitute. Expectations of student behavior should be provided to the students for when the substitute is present.

- ❖ Assign responsible students to assist the substitute
- ❖ Prepare a substitute folder
- ❖ Description of attendance and lunch count reporting procedures
- ❖ A seating chart
- ❖ Duty assignment (bus duty, etc.) and hallway procedures

- ❖ The daily class schedules
- ❖ The location of teaching guides and supplies
- ❖ Name of responsible students in each class
- ❖ Name of a team teacher familiar with the classroom
- ❖ Classroom behavior expectations and any specific student behavior plans
- ❖ Any other information that would be needed by a substitute
- ❖ Do not assign new project work or group work for substitutes; assign a teachable lesson
- ❖ Have an emergency lesson plan for each class in case students get done early or extra time is available
- ❖ Fire exit information
- ❖ Have a teacher familiar with procedures who could assist the substitute
- ❖ Upon return from absence, the expectations are:
 - ❖ Read the report left by the substitute
 - ❖ Follow up on any incident that was a problem in the class with the Superintendent, students, parents, and the substitute

Voicemail

The Gallatin Gateway School phone system allows individuals calling and reaching voicemail to select an extension, allowing parents and students to access teacher voicemail.

Staff members are required to set up their voicemail at the beginning of the year. Voicemail is available to all classroom teachers for the convenience and ease of communication with parents and students. Directions for setting up and updating voice mail can be found in the staff shared drive.

Website Updates

Each classroom teacher has a website to facilitate communication with parents and the public. These websites are to be maintained and current. As a rule of practice, classroom websites should be updated regularly to provide parents with the most accurate information about their child's classroom.

Work Day

To provide the highest level of service, all employees are expected to be at work and on time every day. However, when circumstances dictate, the District provides leave to its employees under Montana law, the Certified Master Agreement, and individual contracts.

Employees may request from the Superintendent to flex their beginning of the day or the end of the day time, with the understanding that the time is to be made up on an agreed-upon date. Flex time may not provide an undue hardship on the district.

Certified employees' work day is determined by the Certified Master Agreement.

Classified employees' work day is governed by the number of hours for which the employee is assigned. A "full-time" employee shall work forty (40)-hours per week. The workday is exclusive of a 30-minute lunch. Individual classified employees' schedules will be established by the Superintendent. All overtime, beyond contracted hours, must be approved in writing by the Superintendent or other Supervisor before the time being worked. Normal office hours in the District will be Monday-Thursday, 7:50 am to 3:50 pm, and Friday, 7:30 am-3:30 pm.

District Property

Care/Use of District Property

All staff members are encouraged to exercise continuous and vigilant care of all District-owned property. Such items as computer and video equipment, and musical instruments are priority items for theft and damage. Incidents of theft or willful destruction of District property through vandalism or malicious mischief should be reported immediately to the Superintendent.

Certain District-owned equipment, including laptop computers as designated for checkout, may be borrowed by the staff. Such equipment may not be used for personal financial gain. There are no equipment use fees.

Documents and information created in the course and scope of the employee's duties and regularly stored in electronic format on District computers are the property of the District. Any employee who is leaving the District's employment may not erase or delete this information without permission of the Superintendent.

This would pertain to lessons designed by District staff, materials designed for teaching lessons, rubrics for scoring or grading, pictures of projects/students, and communication about students and other such items for student instruction and evaluation. These guidelines are outlined in the Notice to Employees: Property Rights Form, which is signed annually.

Posting student work/information is only permitted on bulletin boards or tack strips. Please, please, please, do not use duct tape, double-stick foam tape, staples, or other adhesives on the walls. If you use regular tape or staples on the walls, remove them when you are finished to expedite summer cleaning and maintain a finish on the walls.

Classroom Design

Classroom design plans shall be discussed with the Superintendent before each school year and/or before any major reorganization. Items not used for daily instruction should be stored upstairs or, if personal, taken home. **Classrooms may not have microwaves, refrigerators, or small appliances** (i.e. coffee makers, hot pots, etc.). Teachers are expected to maximize student learning space by minimizing teacher workspace.

Community Spaces

The staff and students are responsible for maintaining areas in which we share. These spaces include the office, hallway, library, art room, cafeteria, staff fridge, costume containers, learning lab, upstairs storage area, basement, maintenance/mechanical room, and playground. Please ensure that after each use, the area is completely cleaned and organized. Report any missing or damaged items to the Superintendent immediately. Thank you for helping us in this effort!

Copy Machines

There is a copy machine in the office for staff instructional use. If the machine is not working properly, please notify the office immediately for assistance.

Inventory

Each classroom will have an annual inventory. Individuals in charge of an inventory must reconcile an inventory list at the end of the school year. Inventory will include all non-consumable items. Inventory must

follow the format established by the Superintendent. Items donated, purchased by support organizations, or purchased by the district will be added to an inventory as received. Inventories at the year's end will be a part of the employees' summer check-out list. Do not remove items from other classrooms without prior approval.

Classroom teachers are encouraged to maintain an inventory of consumable items to ensure efficient ordering at the end of each year.

Keys

Keys are issued to staff by the Superintendent or designee. To protect property, students, and staff and to ensure the building is adequately secured when no authorized personnel are present, all staff are expected to follow the following key-control procedures:

- ❖ The duplication of keys is prohibited;
- ❖ Keys are not to be left unattended. Avoid having keys on desks, tables, in mailboxes, unattended coat pockets, etc.;
- ❖ Keys may not be loaned to students or to individuals not employed by the District. Under no circumstance should staff provide keys to students to "run errands," "unlock/lock" doors, etc. If students need to gain admittance to locked areas, teachers should
- ❖ accompany students and ensure the door is locked afterward.
- ❖ Lost or stolen keys must be reported to the Superintendent within 24 hours of discovery of the loss or theft so that measures may be taken to protect District property. Three days will be allowed for the finding or recovery of keys before any charges are assessed;
- ❖ Upon completion of a Lost/Stolen/Damaged Key Report Form, presentation of the broken or damaged key(s), and submission of assessed fees, replacement keys will be issued;
- ❖ Charges for lost or stolen keys will be made to the staff member to whom the key(s) have been issued (\$10/key & \$30/door to rekey building);
- ❖ Charges for lost or stolen electronic door fobs will be made to the staff member to whom the fob(s) have been issued (\$5/fob)
- ❖ All keys are to be checked in at the end of the school year. Staff may make arrangements with the Superintendent to keep their keys as appropriate for summer months;
- ❖ Teachers are responsible for locking and securing their rooms nightly. All-access doors and windows to each room must be closed tightly and locked. No doors should be left unlocked. Substitutes must be directed to lock doors before leaving the building;
- ❖ Each lock in the school is unique. Teachers can access their rooms and common-use areas only. Access to other rooms will not be given by the clerk or custodian at any time.

Laminator

A laminator is available in the library for teacher and staff use. Please abide by and consider the following items when using the laminator:

- ❖ The laminator takes about 20 minutes to heat up and should be at 300 degrees to work properly.
- ❖ Items should not be laminated if they are heavier than construction paper.
- ❖ Multiple-thickness posters will not laminate without leaving many air bubbles (two thin layers are acceptable.)
- ❖ All staples should be removed (try glue instead.)

- ❖ Heavy crayon coloring melts as it goes through the laminator thereby ruining the picture.
- ❖ Black paper absorbs heat differently than most other colors and does not laminate well.

Mailboxes

Staff members are expected to check and empty their mailboxes at least twice per day, one of which must be before the last period of each school day to ensure that all messages placed in them for students are delivered accordingly. Students may be assigned to pick up and deliver to the teacher the mail at the end of the day. In addition to mail, staff may receive daily emails, bulletins, phone messages, and memoranda to distribute daily.

Outgoing Mail

Employees should place all school-related outgoing mail in the office for postage. Personal mail may be left in the office with adequate postage for delivery to the post office.

Staff Common Area

A microwave (cafeteria), a refrigerator (cafeteria), and a hot beverage appliance (board room) are provided for staff use. All staff members are expected to “pitch in,” as needed to keep common areas clean and orderly.

Use of Private Vehicles for District Business

The Gallatin Gateway School District appreciates the work performed by employees to assist with student activities. As part of these activities, there are times when employees may be asked to use personal vehicles to transport students to or from activities.

Before staff or volunteers are authorized to transport children other than their own, the Gallatin Gateway School District requires:

- ❖ Minimum of \$300,000 liability on vehicle insurance
- ❖ A valid Montana Driver’s License
- ❖ An acceptable driving history
- ❖ Age 21 or older

Employees transporting students for student activities must complete an Employee and Volunteer Auto Insurance Request Form annually.

School Finance

Cash

Money collected by staff and students as a result of fundraisers or other school-related purposes must be received by the secretary. Receipt books are available from the front office. Any money collected is to be deposited at the end of each day at the office. At no time is money to be kept overnight, held during holidays, or left for long periods in classrooms.

Staff members are asked to emphasize to students the importance of promptly depositing fundraiser money with appropriate school officials.

Fundraising

“Fundraising” means sales made by a school or made by a student that is to raise funds for the school to

purchase equipment, materials, field trips, support activities of the GGS support groups P.I.E, Education Foundation, or Boosters, or provide transportation, etc. and that are part of an officially sanctioned school activity. **Crowdsource fundraising is not permitted by governing board policy.**

Staff members and/or advisors of school clubs or school activities involved in fundraising must properly document the activities by submitting a Fundraising Request Form to the Superintendent/designee and properly accounting for money received and expended through proper documentation.

Classroom Maintenance

Gallatin Gateway School contracts with a custodial services company to effectively and efficiently maintain a clean and healthy environment. Therefore, teachers and students are asked to assist within their scope as noted below. Any additional needs should be coordinated through the superintendent:

- ❖ Report stains or spills to the front office immediately for cleaning
- ❖ Vacuum if needed between custodial services vacuuming
- ❖ Sanitize student desks and tables frequently
- ❖ Keep storage, papers, and books away from heaters and exits
- ❖ Clean whiteboards and trays frequently
- ❖ Clean electronic devices to avoid excess dirt and dust
- ❖ Place trash bags into the hallway at the end of each day

Purchase Orders

Order all supplies and equipment by submitting a requisition. The Superintendent will notify you when the requisition has been approved and a purchase order has been generated. **ONLY IN EMERGENT CIRCUMSTANCES** can you order before the submission of a requisition.

Requisitions for the following school year must be submitted to the Superintendent each spring and approved purchase orders will be purchased before the start of the school year.

Teachers and students (students involved with clubs or organizations with accounts in the activity fund) are not authorized to purchase anything in the name of the school without a purchase order. A purchase order must be obtained and approved before the purchase of items.

Purchasing Procedures

All requests for purchases must be submitted to the Superintendent on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office.

Reimbursable Classroom Expenses

Reimbursement will not be given without prior approval of the Superintendent and proper business receipts. Requests for reimbursement must be submitted at the time of purchase or within 30 days. All non-consumable items purchased with support organization funds must be added to the classroom inventory.

Reimbursement for Purchases by Employees for District

On occasion, it may be to the benefit of the District for an employee to purchase pre-approved items and be

reimbursed for those purchases upon presentation of invoice and/or receipt. No reimbursements will be made without itemized receipts. Reimbursement requests need to be made within 30 days of purchase.

Wellness Procedures

Foods and Beverages

Staff may use the designated microwave and refrigerator in the cafeteria. It is the obligation of the staff to create a rotation or a method for keeping equipment clean and sanitary throughout the school year. Foods and beverages should be labeled.

As a staff, we are the role models for our students. In following USDA standards, foods sold outside of reimbursable school meals, such as through vending machines, school stores, etc. may include water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA). In addition, foods should follow USDA standards for salt and fat intake when used outside of reimbursable school meals.

Those foods and beverages not to be sold at school breakfast and lunch include soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine); snacks high in salt or fat.

Fundraising Activities

To support children's health and school nutrition-education efforts, Gallatin Gateway School will encourage fundraising activities that promote physical activity and healthy nutrition.

Rewards

Gallatin Gateway School will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

Gallatin Gateway School Staff encourages healthy options to celebrate birthdays and holidays.

Integrating Physical Activity into the Classroom Setting

For students to receive physical activity and for students to fully embrace regular physical activity as a personal behavior, students may receive opportunities for physical activity beyond the state-required minimum for physical education class. Toward that end:

- ❖ Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television; and
- ❖ Opportunities for physical activity will be incorporated into other subject lessons, and classroom teachers may provide short physical activity breaks between lessons or classes as appropriate.

Staff Wellness

Gallatin Gateway School highly values the health and well-being of every employee. Efforts will be made to inform staff of activities that support a healthy lifestyle.

Safety Procedures

Accident Reporting

If you witness a student injury, follow the procedure outlined below:

- ❖ Assist the student.
- ❖ If the injury appears serious, do not move the student unless necessary.
- ❖ Contact the administration yourself or have someone do so for you at the earliest possible moment.
- ❖ If necessary, contact EMS by calling 911.
- ❖ Contact parents.
- ❖ Complete the School Accident/Incident Report Form and give it to the Superintendent. (All staff are encouraged to be trained in first aid, concussion procedures, and emergency procedures.)

A School Accident/Incident Report Form should be completed in the following instances:

- ❖ When a recommendation to seek medical or dental attention has been made. Examples include lacerations needing possible sutures, a foreign body in the eye, tooth damage or loss, etc.
- ❖ When the nature of the injury is such that it MAY require a visit to a physician or dentist. Examples include a possible sprain, wound, or seizure.
- ❖ In the event of head injuries.
- ❖ In the event of poisoning, internal or external.
- ❖ When suspected fractures have occurred.
- ❖ If human bites are involved.
- ❖ When puncture wounds have occurred.
- ❖ When injuries are sustained from fighting.
- ❖ When injuries are sustained from equipment failure.

Asbestos

The Asbestos Hazard Emergency Response Act of 1986 (AHERA) was enacted by Congress to determine the extent of and develop solutions for any problems schools may have with asbestos.

To give some background, asbestos has been used as a building material for many years. It is a naturally-occurring mineral that is mined primarily in Canada and South Africa. Asbestos' properties made it an ideal building material for insulating, sound absorption, decorative plasters, fireproofing, and a variety of miscellaneous uses. The Environmental Protection Agency (EPA) began action to limit the use of asbestos products in 1973. Building facilities were then inspected by a certified inspector as required by AHERA. Gallatin Gateway School hired an inspector to locate, sample, and rate the condition and hazard of the asbestos in the school. The inspection and laboratory analysis were then turned over to a certified engineer who developed an asbestos management plan for Gateway School, which is on file in the school office and on the District website.

Assaults and Threats of Violence

Employees should immediately report any threats they receive (oral or written) to the Superintendent.

Classroom Security

Classrooms and items within them are property of the District. Classrooms may be rented by others and/or an organization and should be left clean and orderly at the end of each day. When leaving the classroom, gym, locker room, or other work areas between classes, or at the end of the day, teachers are expected to turn out the lights and secure all doors and windows.

All staff are asked to refrain from keeping personal items in or about their desks or classrooms. Purses should never be left unsecured. Students should be instructed to leave valuables at home. The District will not be responsible for the loss of, or damage to, personal property due to causes such as fire, theft, accident, or vandalism. All personal effects should be removed at the end of each school year.

Communicable Disease/Bloodborne Pathogens/Infection-Control Procedures

The District provides reasonable protection against the risk of exposure to communicable diseases to all staff while engaged in the performance of their duties. Protection is provided through immunization and exclusion by the Montana Code Annotated and the Administrative Rules of Montana. Infection-control procedures, including provisions for handling and disposing of contaminated fluids, have also been established.

All staff shall comply with measures adopted by the District and with all rules set by the Montana State Health Department and the county health department.

Staff members have a responsibility to report to the District when infected with a communicable disease unless otherwise stated by law.

Communicable Diseases/Students with HIV, HBV, AIDS, Hepatitis

Protection from communicable diseases is generally provided through immunization, exclusion, or other measures provided for in the Montana Code Annotated and the rules of the county health department. Educational services generally will not be provided to students excluded from the classroom unless otherwise required by law.

In those cases where a communicable disease is diagnosed and confirmed and the student would not be excluded from school, the District will inform the appropriate staff member to protect against the risk of exposure.

Concussion Procedures

A concussion is a type of traumatic brain injury that interferes with the normal function of the brain. It occurs when the brain is jostled or twisted inside the skull as a result of a blow, bump, or jolt to the head or body. Even minor blows to the head can cause a concussion, and the majority of concussions do not result in loss of consciousness. Less than 10% of individuals sustaining a concussion lose consciousness. Concussions are also not generally able to be detected through scans or other tests. It is important to remember that there is no such thing as a minor brain injury.

Research now shows that young athletes are particularly vulnerable to the effects of concussions. These effects can result in short- or long-term changes in brain function or, in some cases, death. After a concussion, the brain is vulnerable to further injury and very sensitive to any increased stress until it fully recovers.

Symptoms of Concussions

District personnel are not responsible for diagnosing a student or athlete with a concussion; only a qualified healthcare provider can diagnose a concussion. District personnel are responsible for recognizing the signs and symptoms of concussions and acting immediately when these are present as provided herein.

If District personnel know that a student/athlete received a blow or bump to the head or body, they should remove the student from activities and watch the student/athlete closely to determine if they exhibit any of the following:

- ❖ Headache
- ❖ Nausea
- ❖ Balance problems or dizziness
- ❖ Double or fuzzy vision
- ❖ Sensitivity to light or noise
- ❖ Feeling sluggish
- ❖ Feeling foggy or groggy
- ❖ Concentration or memory problems
- ❖ Confusion
- ❖ Appears dazed or stunned
- ❖ Is confused about what to do
- ❖ Forgets plays
- ❖ Is unsure of the game, score, or opponent
- ❖ Moves clumsily
- ❖ Answers questions slowly
- ❖ Loses consciousness
- ❖ Shows behavior or personality changes
- ❖ Cannot recall events before hit
- ❖ Cannot recall events after hit

Even if District personnel are unaware of a student/athlete sustaining a blow or bump to the head or body, they should act by these procedures if they observe or hear of a student/athlete exhibiting these symptoms. It is better to err on the side of caution when acting on suspicions of a concussion.

Actions When Concussion is Suspected

District personnel must use their judgment in determining when they must act on a suspected concussion. This is a matter of when the staff member suspects a concussion. There may be situations when the student/athlete suffers a significant blow, bump, or jolt to the head, and action should be taken immediately. However, the signs, symptoms, and behaviors of a concussion are not always apparent immediately after a bump, blow, or jolt to the head or body and may develop over a few hours. Therefore, a student/athlete should be observed following a suspected concussion and should never be left alone. Because extreme caution should be exercised in the event a concussion is suspected, District personnel should remove students/athletes from participation or play in physical activities until the student/athlete is cleared (“When in doubt, sit them out!”).

There may be rare emergencies where it may be necessary to seek immediate medical care for a

student/athlete suffering a blow, bump, or jolt to the head or body. District personnel must call 911 if the student/athlete loses consciousness, has a decreasing level of consciousness, looks very drowsy, or cannot be awakened, if there is difficulty getting his or her attention, irregularity in breathing, severe or worsening headaches, persistent vomiting, or any seizures.

When a concussion is suspected, District personnel must take the following actions:

1. Remove the student/athlete from participation or play in all physical activities.
2. Inform the child/athlete's parents or guardians about the possible concussion and give them concussion information.
3. Ensure that the athlete is evaluated by an appropriate healthcare professional.
4. Keep the athlete out of play the day of the injury and until an appropriate health-care professional says he or she is symptom-free and gives the okay to return to activity.

Steps two and three may occur in a different order and/or simultaneously depending on the circumstances. Both steps must be followed, regardless of whether they are completed second or third in the order.

Students/athletes are not allowed and must not be encouraged to "tough it out" or "play through" a suspected concussion. District personnel are prohibited from praising students/athletes for playing despite exhibiting symptoms of a concussion. Discipline may be taken against any District staff member who knowingly allows a student/athlete to continue to participate in physical activity despite consciously recognizing the student/athlete exhibiting symptoms of a concussion or encouraging a student/athlete to continue participation despite complaining of or exhibiting symptoms of a concussion.

All teachers and staff are expected to be familiar with all concussion protocols outlined in the Athletic Handbook. All staff are expected to complete the "best course" of training found at <https://www.cdc.gov/headsup/youthsports/training/index.html> and turn in their certificate to the office every year.

District Emergency Management Plan

All staff will be provided with a copy of the District's Emergency Preparedness Plan. This plan is also available on the Google Shared Drive.

Emergency Closures

In the event of hazardous or emergency conditions, the school may be closed or schedules altered to provide delayed openings of school and/or early dismissal of students as appropriate.

Employees should refer to the Emergency Procedures Manual in the event of delayed openings or school closures.

Employees will not be required to report to work on school closure days unless it is determined necessary by the Superintendent.

Emergency Drills

All teachers are required to provide instruction on emergency drills following the requirements of the law. Please see your Emergency Procedures Manual for specific procedures to follow in emergencies.

Drills will occur regularly as required by state law. There will be at least eight (8) drills a year.

It is required that all staff post a map/diagram of the fire escape route to be followed in the classroom doorways. Staff are required to review emergency procedures with students. Teachers are encouraged to use the Catapult EMS app on their cell phones. Teachers must have Catapult EMS live on their computers daily if they choose not to use the app.

Resuscitation

No staff member may comply with any directive from parents or others, written or verbal, that life-sustaining emergency care be withheld from a student in need of such care while under the control and supervision of District staff.

Life-sustaining emergency care means any procedure or intervention applied by appropriately trained District staff that may prevent a student from dying who, without such procedure or intervention, faces a risk of imminent death. Examples of life-sustaining emergency care may include efforts to stop bleeding, unblocking airways, and cardiopulmonary resuscitation (CPR).

In a life-threatening situation, staff members are expected to dial 911 for paramedic assistance and provide life-sustaining emergency care until relieved by paramedics or other appropriate medical personnel.

Safety Committee

A building safety committee has been established to assist in the implementation of the District's safety program and as a part of an ongoing effort to help ensure the safety and health of students, staff, and others while on District property.

The building safety committee meets quarterly, or as needed, conducts workplace safety inspections to locate and identify safety and health hazards, and makes recommendations for corrections. All significant safety-related incidents are reviewed to help prevent similar events from recurring.

All potential hazards are to be reported immediately to the Superintendent.

All required Safe Schools training will be available to staff by August 1 and must be completed by August 30.

Staff Health and Safety

To assure the safety of staff and students, information and/or training, as necessary, is provided to assist all staff to recognize and respond appropriately to the presence of hazardous materials in the workplace, including proper handling, labeling, storage, and disposal of such materials.

All staff members are expected to conduct their work in compliance with first aid and infectious materials procedures established by the District and the following safety rules of the District:

- ❖ All injuries shall be reported immediately to the Superintendent of the District;
- ❖ It is the duty of all employees to make full use of safeguards provided for their protection.
It shall be the employee's responsibility to abide by and perform the following requirements:
- ❖ An employee shall not operate a machine unless the guard or method of guarding is in good condition, working order, in place, and operative;
- ❖ An employee shall stop the machine or moving parts and properly tag-out or lock out the starting control before oiling, adjusting, or repairing, except when such machine is provided with means

- of oiling or adjusting that will prevent the possibility of hazardous contact with moving parts;
- ❖ An employee shall not remove guards or render methods of guarding inoperative, except for adjustment, oiling, repair, or setting up a new job;
- ❖ Employees shall report to their supervisor any guard or method of guarding that is not properly adjusted or not accomplishing its intended function;
- ❖ Employees shall not use their hands or any portion of their bodies to reach between moving parts or to remove jams, hang-ups, etc. (use hook, stick, tong, jig, or other accessory);
- ❖ Employees shall not work under objects being supported that could accidentally fall (such as loads supported by jacks, the raised body of a dump truck, etc.) until such objects are properly blocked or stored;
- ❖ Employees shall not use defective tools or equipment. No tool or piece of equipment should be used for any purpose for which it is not suited, and none should be abused by straining beyond its safe working load;
- ❖ Employees shall not remove, deface, or destroy any warning, danger sign, or barricade or interfere with any other form of accident prevention device or practice provided on any machine, tool, or piece of equipment that they are using or which is being used by any other worker;
- ❖ Employees must not work underneath or over others, thereby exposing them to a
- ❖ hazard without first notifying the other employee(s) or seeing that proper safeguards or precautions have been taken;
- ❖ Employees shall not work in unprotected, exposed, or hazardous areas under floor openings;
- ❖ Long or unwieldy articles shall not be carried or moved unless adequate means of guarding or guiding are provided to prevent injury;
- ❖ Hazardous conditions or practices observed at any time shall be reported as soon as practicable to the person in charge or some other responsible representative of the employer;
- ❖ Employees observed working in a manner that might cause immediate injury to either themselves or other workers shall be warned of the danger;
- ❖ Before leaving a job, workers shall correct, or arrange to give warning of, any condition that might result in injury to others unfamiliar with existing conditions;
- ❖ Good housekeeping methods shall be observed in all operations. Materials shall be so handled and stored as to minimize falling, tripping, or collision hazards;
- ❖ Working and storage areas and passageways shall be kept free of unnecessary obstructions. No loose object shall be placed in any area where its presence will
- ❖ necessitate employees crowding between such objects as moving machinery, steam pipes, or other objects with which contact would be dangerous;
- ❖ Any materials that might cause an employee to slip or fall shall be removed from floors and other treading surfaces immediately, or suitable means or methods shall be used to control the hazardous condition;
- ❖ All sharp, pointed, or otherwise hazardous projections in work areas shall be removed or rendered harmless.

Weapons

Carrying, bringing, using, or possessing any weapon or dangerous instrument in any District building, school building, on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited. Except

for authorized law enforcement officials, the District prohibits carrying concealed weapons on District property. Staff members who violate this policy are subject to disciplinary action, including termination.

Instruction-Related Information

Assemblies

Teachers shall sit with their students at assemblies and reinforce positive expectations. Should a student repeatedly not follow the assembly expectations, staff members may remove the student from the assembly.

Child Abuse Reporting

Any staff member who has reasonable cause or reasonable suspicion to believe that any child under 18 years of age with whom he/she has come in contact has suffered abuse or neglect, or that any adult with whom he/she is in contact has abused a child, shall immediately orally report to the Montana Department of Public Health and Human Services or local law enforcement agency. The Superintendent is also to be immediately informed that a report has been made.

Montana's statewide toll-free child abuse hotline at 1-866-820-KIDS (1-866-820-5437). This hotline is available 24 hours a day, seven (7) days a week.

Any District employee who fails to report a suspected case of abuse or neglect to the Department of Public Health and Human Services, or who prevents another person from doing so, may be civilly liable for damages approximately caused by such failure or prevention and is guilty of a misdemeanor. The employee will also be subject to disciplinary action up to and including termination. An employee does not discharge the obligation to personally report by notifying the Superintendent or building administrator.

A staff member who, based on reasonable grounds, participates in making a child abuse report in good faith shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed as provided by law.

If DPHHS reveals information to an employee after he or she makes a report or requests that information be shared with another employee, employees receiving such information shall keep the information confidential.

Child Custody: Staff/Parent Relations

The District encourages parents to be involved in their student's school experience. Teachers are advised that unless otherwise ordered by the courts, an order of sole custody on the part of one parent does not deprive the other parent of certain rights. It is the responsibility of the parent with sole custody to provide to the District any court order that curtails the rights of the non-custodial parent.

A non-custodial parent may receive and inspect the school records about the student and consult with teachers concerning the student's welfare and education. Teachers will communicate with both parents and provide each with reports, invitations, announcements, newsletters, and any other information that may aid in the educational success of the child.

Non-custodial parents will not be granted visitation or telephone access to their students during the school

day. Students may not be released to the non-custodial parent without the written permission of the parent having sole custody.

In the case of joint custody, it is the responsibility of the parents to provide the District, in writing, any special legal requests or clarifications in areas concerning the student and the District's relationship and responsibilities. Such information will be maintained on file in the office and provided to staff as appropriate.

Staff members with questions regarding custodial and/or non-custodial parent rights concerning particular students should contact the office.

Chromebooks

Each homeroom classroom has a Chromebook cart to house at least one Chromebook for each student in the class. Chromebooks and carts are expected to be a part of the classroom inventory. Teachers check out Chromebooks for individual students through Alexandria. Students may take their Chromebooks from class to class. All teachers and staff must enforce the following Chromebook expectations:

- ❖ Chromebooks may only be used when at a table or desk
- ❖ Chromebooks may not be left on the floor or unattended.
- ❖ Chromebooks must be put away in their designated Chromebook Cart, plugged in for charging every evening.
- ❖ Every Chromebook is assigned to a specific student. They will not be able to use another Chromebook if it is not charged, they leave it at home, or they lose it.
- ❖ Any damage to a Chromebook must be reported to the Technology Director, the Chromebook removed as checked out to a student, removed from the classroom inventory, and placed on the Technology Director's inventory. Any replacement Chromebook must be put on the classroom inventory and checked out to the student, before the student may use it. The cost to repair the damaged Chromebook must be reported to the secretary for parent fees.
- ❖ Chromebooks may not be taken home unless permission is given by the superintendent.

End-of-year check-in will be completed by ensuring that each student returns the appropriate Chromebook assigned to them. Each Chromebook cart will have a check-in and check-out sheet with the student's name and serial number of the Chromebook.

Class Interruptions

The District is committed to protecting instructional time. Class interruptions of any kind will be kept to a minimum. Students are not permitted to interrupt a class in session without prior authorization from the Superintendent or the classroom teacher. Intercom use is restricted to administrative use or administrative-approved use only.

Commemorative Holidays

Teachers and students will devote a portion of the day to each commemorative holiday designated in 20-1-306, MCA, to study and honor the commemorated person or occasion.

Confidentiality and Supervision

The guidelines below will be followed to allow for the safety and privacy of our students:

- ❖ Students are not to be taken from a classroom by anyone other than Gallatin Gateway School personnel known to the teacher. If questioned, do not acknowledge that the student requested is in a specific class or that he/she attends Gallatin Gateway School. Refer all inquiries to the office.
- ❖ The school is legally required to provide information to non-custodial parents but would like the requests to be channeled through the office for the protection of all school personnel and the students involved.

Controversial Issues and Academic Freedom

Teachers will guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize various points of view, the importance of fact, the value of good judgment, and the virtue of respect for conflicting opinions. (GGS Governing Board Policy 2330-R)

Religion and Religious Activities

Staff members are representatives of the District and must navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed. They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression. (GGS Governing Board Policy 2332).

Human Sexuality Instruction

A school district shall annually notify the parent or guardian of each course that includes lessons or units on human sexuality. This notice is in the Student-Parent Handbook. Curriculum materials must be available for review at least 48 hours in advance of the lesson. Parents must be notified in writing and provided the Human Sexuality Instruction Opt-Out Form. Parents should be notified as early as possible with the curriculum materials made available in the office for review. The required letter and opt-out form are available in the shared drive GGS Staff Team Drive >Staff Forms to Print.

The teaching of human sexuality is defined as teaching or otherwise providing information to students with a primary focus on any of the following topics: human sexuality, intimate relationships, human sexual anatomy, sexual reproduction, sexually transmitted infections, sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive rights and responsibilities. The requirement does not include the incidental mention of these topics in works of art or literature or a teacher's response to an unexpected student-initiated inquiry.

Copyright

A variety of machines and equipment for reproducing materials to assist staff in carrying out their educational assignments are available to staff in both the school and home settings.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, audio tape, video, or computer-programmed materials, is a serious offense against federal law, a violation of Board policy, and contrary to ethical standards required of staff and students.

All reproduction of copyrighted material shall be conducted strictly by applicable provisions of law. Unless otherwise allowed as "fair use" under federal law, permission must be acquired from the copyright owner before reproduction of material in any form. Permission forms are available in the

office.

“Fair use” guidelines are as follows:

I. Printed Materials

Permissible uses — District employees may:

- Make a single copy of the following for use in teaching or in preparation to teach a class:
- A chapter from a book;
- An article from a periodical or newspaper;
- A short story, short essay, or short poem, whether or not from a collective work;
- A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

Make multiple copies for classroom use (not to exceed one copy per student in a course) from the following:

- A complete poem, if it has fewer than 250 words and does not exceed two printed pages in length;
- A complete article, story, or essay of less than 2,500 words;
- Prose excerpts not to exceed 10 percent of whole or 1,000 words, whichever is less;
- One chart, graph, diagram, cartoon, or picture per book or issue of a periodical;
- An excerpt from a children’s book, containing up to 10 percent of the words found in the text.
- All permitted copying must bear an appropriate reference. References should include the author, title, date, and any other pertinent information.

Prohibited uses — District employees may not:

- Copy more than one work or two excerpts from a single author during one class term;
- Copy more than three works from a collective work or periodical volume during one class term;
- Copy more than nine sets of multiple copies for distribution to students in one class term;
- Copy to create or replace or substitute for anthologies or collective works;
- Copy “consumable” works, such as workbooks, exercises, standardized tests, and answer sheets for any reason other than emergency replacement;
- Copy the same work from term to term;
- Copy the same material for more than one particular course being offered (may not copy every time a particular course is offered) unless permission is obtained from the copyright owner.
- All sound recordings, including phonograph records, audiotapes, compact discs, and laser discs will be treated under the same provisions that guide the use of print materials unless as may otherwise be given exception by regulations governing the reproduction of works for libraries/media centers.

II. Sheet and Recorded Music

Permissible Uses — District employees may:

- Make emergency copies to replace purchased copies that for any reason are not

available for an imminent performance, provided purchased replacement copies will be substituted in due course;

- Make, for academic purposes other than performance, multiple copies (one per student) of excerpts not constituting an entire performance unit such as a section, movement, or aria, but in no case no more than 10 percent of the whole work;
- Make, for academic purposes other than performance, a single copy of an entire performable unit such as a section, movement, or aria if confirmed by the copyright holder to be out of print or the “unit” is unavailable except in a larger work. The copy may be made solely for scholarly research or in preparation for teaching a class;
- Edit or simplify printed copies that have been purchased, provided the fundamental character of the work is not distorted or the lyrics if any, altered or lyrics added if none exist;
- Copy complete works that are out of print or unavailable except in large works and used for teaching purposes;
- Make a single copy of a recorded performance by students to be retained by the school or individual teacher for evaluation or rehearsal purposes;
- Make a single copy of a sound recording, such as a tape, disc, or cassette, of copyrighted music owned by the school or an individual teacher for constructing aural exercises or examinations and retained for the same purposes.

Prohibited uses — District employees may not:

- Copy to create replace or substitute for anthologies, compilations, or collective works;
- Copy works intended to be “consumable”, such as workbooks, exercises, standardized tests, and answer sheets;
- Copy for performance, except as noted above (A. 1.) in emergencies;
- Copy to substitute for purchase of music except as noted above (A. 1., 2., and 3.);
- Copy without inclusion of the copyright notice on the copy.

III. Television-Off-the-Air Taping

Permissible uses — District employees may:

- Record a broadcast program off-air simultaneously with the broadcast transmission, including simultaneous cable or satellite retransmission, and retain the recording for a period not to exceed the first 45 consecutive calendar days after the date of the recording.
- A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy will be subject to all provisions governing the original recording.
- Unless authorized by the [library/media supervisor], after the retention period, all off-air recordings shall be erased or destroyed immediately.
- Individuals who wish to retain programs beyond the 45 days need to complete and return the preview portion of the “Request for Off-Air Video Taping” form to the librarian for each program videotaped. The librarian will coordinate requests for permission to use or retain copyrighted television programs beyond the 45-day retention period.
- Retain videotapes of commercial programs only with the written approval of appropriate copyright holders;

- Use off-air recordings once for each class in the course of relevant teaching activities and repeat once only when instructional reinforcement is necessary and only within the first 10 consecutive school days of the 45-consecutive-calendar-day retention period;
- Use off-air recordings for evaluation purposes only, after the first 10 consecutive school days, up to the end of the 45-consecutive-calendar-day retention period. Evaluation purposes may include use to determine whether or not to include the broadcast program in the teaching curriculum;
- Use off-air recordings made from a satellite dish, if they conform to the 45-consecutive-calendar-day retention period established for broadcast or cable programming and are not subscription channels;
- Use copies of all-air recordings, as stipulated in these guidelines, only if the copies include the copyright notice on the broadcast program;
- Request that a library/media center record and retain for research purposes commercial television news programs from local, regional, or national networks; interviews concerning current events; and on-the-spot coverage of news events. Documentary, magazine-format, and public affairs broadcasts, however, are not included in the definition of daily newscasts of major events of the day.
- Requests for retention of programs recorded off-air will be directed to the producers of those programs directly through the network (not affiliate).

Prohibited Uses — District employees may not:

- Tape off-air programs in anticipation of an educator's requests;
- Request that a broadcast program be recorded off-air more than once for the same educator, regardless of the number of times the program may be broadcast;
- Use the recording for instruction after 45 consecutive calendar days;
- Hold the recording for weeks or indefinitely because:
- Units needing the program concepts are not taught within the 45-day use period;
- An interruption or technical problem delayed its use; or
- Another teacher wishes to use it, or any other supposedly "legitimate" educational reason;
- Record programs off-air without written permission from the author/producer/distributor when a special notice is provided specifically prohibiting reproduction of any kind;
- Alter off-air programs from their original content. Broadcast recordings may not be physically or electronically combined or merged to constitute teaching anthologies or derivative works. Off-air recordings, however, need not be used in their entirety;
- Exchange program(s) with other schools in the District or other school Districts without the approval of the [media/library supervisor]; Programs will be used for the specific curriculum application for which the request was intended. No other curriculum application is authorized;
- Use the recording for public or commercial viewing;
- Copy or use subscription programs transmitted via subscription television cable services, such as HBO or Showtime. Such programs are licensed for private home use only and cannot be used in public schools. "Pay" programs received via satellite dish are also subject to these prohibitions.

IV. Rental, Purchase, and Use of Videos

Permissible uses — District employees may:

- Use purchased or rented videos such as feature films as part of a systematic course of instruction,

by District policy. Such use shall be for direct instruction and must take place in a classroom or similar area devoted to instruction;

- Use only rented, lawfully-made videos;
- Arrange for the local school to transmit videos over their closed-circuit television systems for direct instruction;
- Use off-air videos made at home for classroom instruction and only by television-off-air guidelines and District policy.

Prohibited uses — District employees may not:

- Use rented or purchased videos where a written contract specifically prohibits such use in the classroom or direct teaching situation;
- Use rented or purchased videos such as feature films for assemblies, fundraising, entertainment, or other applications outside the scope of direct instruction without public performance rights.

V. Computer Software

District employees may only use District Approved Software.

VI. Reproduction of Works for Libraries/Media Centers

Permissible uses — District employees may:

- Arrange for interlibrary loans of photocopies of works requested by users, provided that copying is not done to substitute for a subscription to or purchase of a work;
- Make for a requesting entity, within any calendar year, five copies of any article or articles published in a given periodical within the last five years before the date of the request for the material;
- Make single copies of articles sound recordings or excerpts of longer works for a student making a request, provided the material becomes the property of the student for private study, scholarship, or research;
- Make a copy of an unpublished work for purposes of preservation, of a published work to replace a damaged copy of an out-of-print work that cannot be obtained at a fair price;
- Make off-the-air recordings of daily television news broadcasts for limited distribution to researchers and scholars for research purposes;
- Make one copy of a musical work, pictorial, graphic, sculptural work, motion picture, or other audiovisual work, if the current copy owned by the library/media center is damaged, deteriorated, lost, or stolen, and it has been determined that an unused copy cannot be obtained at a fair price.

Prohibited uses — District employees may not:

- Make copies for students, if there is reason to suspect that the students have been instructed to obtain copies individually;
- Copy without including a notice of copyright on the reproduced material.

VII. Performances

Permissible uses — District employees must:

- Contact the copyright holder, in writing, for permission when copyrighted works such as plays and

musical numbers are to be performed. This is particularly important if admission is to be charged or recordings of the performance are to be sold.

Copyright

Copyright Web Publishing Rules –

Copyright law and District policy prohibit the republishing of text or graphics found on the Web or District Websites or file servers, without explicit written permission.

- a. For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the source.
- b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.
- d. The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and the student.

Internet Safety

1. Internet access is limited to only those “acceptable uses,” as detailed in these procedures. Internet safety is almost assured if users will not engage in “unacceptable uses,” as detailed in these procedures, and will otherwise follow these procedures.
2. Staff members shall supervise students while students are using District Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.
3. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and determined by the Superintendent or designee.
4. The district shall provide age-appropriate instruction to students regarding appropriate online behavior. Such instruction shall include, but not be limited to: positive interactions with others online, including on social networking sites and in chat rooms; proper online social etiquette; protection from online predators and personal safety; and how to recognize and respond to cyberbullying and other threats.
5. The system administrator and principal shall monitor student Internet access.

Copyrighted Materials

Policy 2312-R/5231

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or use of audio, visual, digital, or printed materials and computer software unless the copying or use conforms to the “fair use” doctrine.

Under the “fair use” doctrine, unauthorized reproduction of printed copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

Under the fair use doctrine, each of the following four standards must be met to use the printed copyrighted document:

- Purpose and Character of the Use – The use must be for such purposes as teaching or scholarship.
- Nature of the Copyrighted Work – The type of work to be copied.
- Amount and Substantiality of the Portion Used – Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- Effect of the Use Upon the Potential Market for or Value of the Copyrighted Work – If the resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the District encourages its staff to enrich learning programs by making proper use of supplementary materials, it is the responsibility of staff to abide by District copying procedures and obey the requirements of the law. Under no circumstances will it be necessary for staff to violate copyright requirements to properly perform their duties. The District cannot be responsible for any violations of the copyright law by its staff. The display of dramatic performances, musical works, motion pictures, or television programming to students may only occur for educational purposes under the following standards:

- During onsite instruction
- When viewed in a classroom or designated place of instruction
- With a lawfully made copy or via an authorized account
- As a regular part of instruction and directly related to the curriculum Employees should contact the administration with inquiries about accessing lawful copies of materials or accounts to access materials available via online platforms to ensure compliance with copyright laws.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with District procedures or is permissible under the law should consult the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

Electronic Resources and Social Networking

The Gallatin Gateway School District recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The District also believes that students need to be proficient users of information, media, and technology to succeed in a digital world.

Public school employees are held to a high standard of behavior. The Montana Department of Education Professional Educators of Montana Code of Ethics requires District staff to maintain a professional relationship with each student, both in and outside the classroom. The District encourages all staff to read and become familiar with the Code of Ethics.

The school district staff shall not socialize with students on social networking websites (during school or out of school) in a manner contrary to this policy. Staff are reminded that the same relationship, exchange, interaction, information, or behavior that would be unacceptable in a non-technological medium, is unacceptable when done through the use of technology. In fact, due to the vastly increased potential audience digital dissemination presents, extra caution must be exercised by staff to ensure they don't cross the line of acceptability.

Specifically, the following guidelines should be followed as they relate to the delivery of educational services or district operations.

- Sharing personal landline or cell phone numbers with students for non-educational purposes is forbidden;
- Text messaging students for non-educational purposes is forbidden;

- Emailing students other than through and to school-controlled and monitored accounts is forbidden;
- Soliciting students as friends or contacts on social networking sites for non-educational purposes is forbidden;
- Accepting the solicitation of students as friends or contacts on social networking sites for non-educational purposes is forbidden;
- Creation of administratively approved and sanctioned “groups” on social networking sites that permit the broadcast of information without granting students access to staff member’s personal information is permitted;
- Sharing with students access information to personal websites or other media through which the staff member would share personal information and occurrences are forbidden.

Accessing social networking websites for individual use during school hours is prohibited unless asked to do so by the superintendent. Except in an emergency, staff shall not access social networking sites using district equipment or personal equipment, including during preparation periods. District employees, may, however; use personal equipment to access social networking sites during duty-free lunch periods, off-the-clock lunch periods, or while attending overnight trips as appropriate. Further, the posting of any private or confidential school district material on such websites is strictly prohibited.

The Board directs the Superintendent or his/her designee to create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities, and to develop procedures to support this policy.

Staff should receive prior approval from the superintendent before establishing an educational-related social media presence.

Family Engagement

The District’s Board of Trustees recognizes the importance of engaging families in the education of children.

The Superintendent and staff shall undertake activities designed to:

- ❖ Encourage families to actively participate in the life of their children’s schools;
- ❖ Ensure families feel welcomed, valued, and connected, to school staff, and to what students are learning and doing in class;
- ❖ Encourage families and school staff to engage in regular, two-way meaningful communication about student learning;
- ❖ Ensure continuous collaboration between families and school staff to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;
- ❖ Empower families to be advocates for their own and other children to ensure that students are treated equitably and have access to learning opportunities that will support their success;
- ❖ Allow families and school staff to partner in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and
- ❖ Encourage families and school staff to collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic preparation.

Field Trips

Field trips are defined as travel away from school premises, under the supervision of a teacher of an approved course of study, to afford students a direct learning experience not available in the classroom.

The staff member shall submit a completed Planning a Field Trip Request Form and Bus Use Form, if needed, to the Superintendent before the field trip (the EARLIER THE BETTER). This shall include all objectives and post-activities. The Superintendent will approve the trip as warranted.

The staff member shall contact the site to make specific arrangements for the field trip so that the desired activity can be coordinated with the classroom studies. The teacher should have each parent complete a consent form.

There should be two adults (ex: bus driver and teacher) for each bus except where additional supervision is warranted.

Overnight field trips must be submitted to the Superintendent at least six weeks before the proposed date of the trip and before the trip is discussed with students or parents. Any out-of-state or out-of-the-country travel or field trips that extend overnight must be approved by the Board. Field trips planned over a weekend or with extended hours do not receive additional compensation.

Written parental permission must be obtained for each approved trip. Teachers are expected to submit the signed forms showing parental approval and acknowledgment of the student conduct guidelines to the office before departure for the scheduled activity.

Grade Books

The Montana Law (20-4-301, MCA) states that a teacher's record of attendance is the official record for a school in legal matters, etc. The office will reconcile with teachers periodically to confirm the office attendance records. At the end of the school year, the Infinite Campus attendance records are used for the permanent school files.

Teachers are required to submit year-end grading records with attendance and archive Google Classroom lesson plans to the Superintendent.

Guest Speakers

Guest speakers may be used by teachers from time to time when such use is consistent with educational goals and with a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved. Prior Superintendent approval is required each time a guest speaker is requested to come to the building or activity. Teachers are expected to inform the Superintendent of the date, time, and nature of the presentation whenever such use is planned.

Hall Passes

Teachers must maintain a sign-out procedure for students leaving and returning from class during the class period. Group restroom breaks for younger students are encouraged.

Intervention Meetings

Classroom teachers have essential functions in the identification of educationally disabling conditions and the development of educational plans to address the student's needs. Classroom teachers also have specific data regarding the child's performance. Portfolio, anecdotal, or assessment data will be provided by the classroom teacher and shared with the team. When requesting a student intervention, submit written reports the day before the meeting to the Superintendent and Student Support Specialist. Make certain comments sufficiently detailing the student's strengths and weaknesses.

Lockers

Teachers will assign each student a locker and assist students with following the locker expectations in the Student-Parent Handbook. Please have students clean their lockers on the last Friday of the month. Before the release for Christmas Break and before End-of-Year, students must clean their lockers and desks. Teachers will monitor lockers daily to ensure they are closed after each student uses them.

Master Calendar

The Master Calendar is located online using the Google Calendar application. It will include all school events for staff, students, and the community. The calendar will be used in planning appropriate future dates to schedule events. Teachers must confer with the Superintendent to set a date for a field trip, special classroom event, evening program, etc. For all events to go smoothly, it is crucial that planning occurs weeks in advance of the date of the event. The Superintendent will assist you as you set dates and logistic arrangements for your special programs.

Materials Distribution

Requests of staff by individuals or groups to distribute pamphlets, booklets, flyers, brochures, and other similar materials to students for classroom use or to take home are to be referred to the Superintendent. The materials and proposed method of distribution will be reviewed and a decision made based on the educational concerns and interests of the District.

News Releases

Visit with the Superintendent and review articles or announcements you would like to make public. Look for opportunities to emphasize the positive contributions of our students. Staff may share positive messaging through social media by providing the information to the School Secretary.

Pledge of Allegiance

By Section § 20-7-133, recitation of the Pledge of Allegiance is required. The recitation required in subsection (1) states that must be conducted at the beginning of the first class of each school day in kindergarten through grade 6 of each school week in grades 7-12

Gallatin Gateway School recites the Pledge of Allegiance at the beginning of each day, led over the school intercom.

Research/Copyrights and Patents

Staff members engaged in research projects during the work day or who use District resources for students, either for study toward advanced work or for use in classroom instruction, may do so only with the prior approval of the Superintendent. The privacy rights of students or other individuals involved in such research projects must be maintained.

Publications, instructional materials, articles, models, and other devices prepared by staff members for District use with District time, money, and facilities, as part of the employee's job responsibilities, remain the property of the District. If a staff member produces items described above partly on his/her own time and partly on District time, the District reserves the right to claim full ownership. The employee may petition the District for assignment of copyright or patent rights. Employees may not attempt to copyright or patent such items without the knowledge and consent of the District.

School Lobby Bulletin Board

Each month a homeroom class in grades 3-8, specialist, or office staff will design a display on the school lobby bulletin board. Other bulletin boards will be designated for K, 1, & 2.

	Entry - Across from the Office	Entry - By Library	Primary Hallway
August	Office	Office	K-2
September	Office	Office	K-2
October	3 rd	MS Science	K-2
November	4 th	MS ELA	K-2
December	5 th	MS Social Studies	K-2
January	MS Science	Music	K-2
February	MS ELA	Counseling	K-2
March	Library	MS Math	K-2
April	Student Council	4 th	K-2
May	PE	5 th	K-2

Section 504/ADA of the Rehabilitation Act of 1973

Section 504/ADA is an Act that prohibits discrimination against persons with a disability in any program that receives federal financial assistance. All qualified persons with disabilities within the jurisdiction of a school district are entitled to a free appropriate public education (FAPE).

Staff Children (Before/After School)

To maintain consistency, uphold the student handbook, maintain proper supervision of students, and dispel the perceptions of favorable treatment for children of staff members, students will attend Learning Lab or remain in the parent's classroom until the end of the school day (3:50 pm). Before school, students will follow the morning procedure of going outside at 7:40 am. Students must remain in the parent's classroom for supervision purposes until 7:40 am. If you have a meeting after school, the students will attend the Learning Lab to not be unattended. On Wednesdays, students can be in the parent's classroom after 3:50 pm.

Supervision of Students

Staff members are responsible for the supervision of all students while in school or engaged in school-sponsored activities. All teachers are expected to be in the hall entrance to their classroom before the arrival of their students unless on morning supervising duties.

Teachers and staff will be assigned supervision duty by the Superintendent. It is most important to be at the duty station between the allotted times. Under no circumstances are classrooms or other areas where students are under the supervision of assigned staff to be left unattended while students are present. Teachers who may need to temporarily leave the classroom or their assigned duties in an emergency while students are present are expected to contact the office to arrange for

temporary coverage. If you have a meeting of any kind, including curriculum meetings, parent conferences, or special education meetings, it is your responsibility to see that your duty is covered by another person.

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

All staff are expected to monitor student behavior all of the time while at school, unless at lunch, on break, or during preparation time. All staff are to consistently remind students of GGS Student Expectations. Misbehavior can be decreased or eliminated by the presence of an adult. Make it a policy as frequently as possible to precede classes to the classroom door as the periods end and remain present during the passing interval, observing student conduct in the vicinity of and in the classroom and greeting students as they arrive.

Teaching about Religion

Religious education is the responsibility of the home and religious institutions. Public schools are obligated to maintain neutrality in all such matters.

However, as religion influences many areas of education, such as literature and history, its role in civilization may be taught when consistent with curriculum and teaching assignments. In such instances, teachers may provide information and opportunities for students to study the forms of various religions. Teachers may not advocate, openly or covertly or by subtlety, a particular religion or religious belief.

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays, but may not observe them as religious events.

Textbooks

Board-approved textbooks are provided free of charge for each class. If the book is damaged when issued to the student, damage must be reported to the teacher. Teachers report loss or damage on Textbook Tracker.

Use of Seating Charts

Seating charts will be used in the classroom, cafeteria, and the bus. In the case of a communicable disease outbreak, the Health Department may inquire to determine students in close contact with those with a disease. In the event of an outbreak, copies of seating charts will be provided to the Health Department.

Student/Classroom Information

Student/Parent Handbook

A Student/Parent Handbook is issued to all students at the beginning of each new school year and at the time of registration for new students moving into the District at other times of the year.

All Staff members are expected to familiarize themselves with the administrative procedures pertaining to students, as outlined in the Student/Parent Handbook and Board policy.

Administering Medication to Students

Teachers may be expected to assist students in remembering when a medication is scheduled to be administered. All medication is administered in the school office.

Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

Under the written authorization of a physician or dentist, as well as the written authorization of a parent or guardian, the school nurse may administer medication to any student in the school or may delegate this task under Montana law. Under no circumstances should unauthorized school personnel provide aspirin or any other medicine to students.

Self-Administration of Medication

Students who can self-administer specific medication must go to the front office to do so.

Attendance

Students may arrange for absences in advance with the teacher(s) to satisfactorily complete pre-assigned class work. Therefore, if a student plans to be absent from school, a parent should send a written message to the teacher and Superintendent.

All teachers are required to submit attendance and lunch counts at 8:30 am through Infinite Campus. If a teacher receives notes for extended vacations, family occasions, sickness, etc., send them to the office.

Day Planners

Day planners must be used daily in all core classes for grades 2nd through 8th grade. Day planner expectations should be included in each classroom's disclosure document.

Disclosure Document

It is teachers' responsibility to inform students at the beginning of the school year of the rules and procedures that will be operative in the classroom. Students and parents should be informed of the goals the teacher and the school have for students in a disclosure document. The topics that must be addressed are: (1) Course Description, (2) Course Objectives, (3) Course Outline, (4) Learning Strategies, (5) Materials Required, (6) Grading Criteria and Procedures, (7) Classroom Rules and Discipline, (8) Homework/Make-up Expectations Policy (9) Use of Day Planners, (10) Online Grading and (11) Voicemail, Website, and Email Contact.

A partial example of a disclosure document appears in the appendix. Use the headings that appear in the example. Submit a copy to the Superintendent before distributing it to your students and parents within the first two weeks of school. The classroom rules and procedures shall not conflict with District Policy, this Handbook, state law, or federal law. Disclosures must be reviewed and agreed upon among the teacher's team and the Superintendent before distributing or discussing with parents and students at an open house.

Dismissal of Classes

Teachers should never dismiss a class before the established dismissal time even at the end of the day. For School, the official time is the time indicated on your cell phone or classroom computer. Detaining the entire class after dismissal time is also discouraged. Whenever individual students are detained after class, the teacher is expected to provide the student a note for the student's next class teacher. This will help

reduce unnecessary hall traffic as students reporting to class late will need to account for their tardiness.

Homework

Teachers at all grade levels may assign homework, which is expected to increase in complexity with the maturity or grade level of the student. Homework may refer to an assignment prepared during a period of supervised study in class or outside of class or which requires individual work at home. Homework is expected to be designed to improve learning, to aid in the mastery of skills, and to stimulate interest on the part of the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library. Homework should require the use of those materials only when the student has had instruction in such use.

Make-Up Work

Teachers will provide make-up work for any student having an excused absence and will allow full credit for missed work. Students will be allowed to make up work at the rate of one day for each day absent plus one additional day. (# of days absent + 1 day = # of make-up days) Students receiving an incomplete grade at the end of any grading period will have two weeks to complete all unfinished work. Teachers are responsible for monitoring the incomplete grade. If a student is unexcused or truant, he/she is not entitled to make up work missed during this absence. A zero (0) will be given for any missed work.

Students who are absent from school because of a school extracurricular activity are still responsible for making up their assignments. It is the responsibility of these students to get their assignments from their teachers and to complete their assigned make-up work within the time given to them by their teachers. It is the responsibility of the coach or teacher to distribute a list of the names of those students who will be absent because of the activity to the teachers' mailboxes, to the office, and to the Superintendent.

To record attendance please use the following format:

Short Code	Long Code	Type
A	Absent	Excused by parent call/note
T	Tardy	Tardy to your class

Moving Classes/Holding Classes Outdoors

Teachers are allowed to hold classes outdoors, provided the location is aligned with the lesson plan and the State Standards. Teachers must get approval from the Superintendent, before holding class outdoors. Collaboration amongst grade levels/classrooms is encouraged but must align with the lesson plan and the State Standards.

Student Participation in Sports Programs

All students may participate in sports programs. See the Athletic Handbook for more information.

Student Records

School student records are confidential. The District will not release, disclose, or grant access to information found in any student record except under the conditions outlined in District policy. The

parents of a student under 18 years of age will be entitled to inspect and copy information in the child's school records. Such requests will be made in writing and directed to the Superintendent. Where the parents are divorced or separated, both will be permitted to inspect and copy the student's school records, unless a court order indicates otherwise. Access to the records will be granted to other individuals or entities as provided by law and/or District policy.

Teacher-Required Public Relations

Certified employees: collective bargaining agreement.

The classified contract details the exact hours for employment. The District does not require or request classified staff to be at events or meetings other than described in the contract. There may only be additional hours beyond the contract hours if mutually agreed with the Superintendent. Additional hours may not be assigned to paraprofessionals from the teaching staff.

Christmas/Winter Program

Certified employees are required to assist with the supervision of students as assigned by the administration. Classified employees are not required to attend the Christmas Program, but may attend for their enjoyment. Classified staff may earn overtime at the discretion of the Superintendent to support students.

Parent/Teacher Conferences

Parent/teacher conferences are required twice a year. The fall conference is for each teacher and each student. The second conference in the spring is for students at-risk for academic failure. The purpose is to update parents on the academic and social progress of their child. Teachers should openly address any child progress concerns with the parents. Teachers are encouraged to meet with parents as concerns arise and not wait until the end of the quarter. This will ensure that parents are kept well-informed of the behavior and academic progress of their child and early intervention can be enacted, if necessary.

Open House

Before the beginning of each school year, the District will hold an evening-time Open House. During

Open house, teachers and staff should:

- Cover class procedures and expectations for academics, behavior, and safety
- Cover key parts of the student handbook
- Cover teacher disclosure document
- Give parents methods of communication (i.e. phone, website, email, etc.)
- Explain classroom expectations

Substance Abuse Policy

To promote positive health, tobacco, alcohol, illegal drugs, or mind-altering substances will not be allowed in the school building, on the school grounds, or during school-sanctioned functions. The school playground and surrounding property are signed as a drug-free school zone.

Visitation

Teachers are encouraged to invite parents and guardians to visit their child's classroom to observe the educational process. Parents or guardians having particular concerns to discuss with the teacher are

required to arrange a conference time on the teacher's preparation time or between 3:25 pm and 3:50 pm, Monday through Thursday.

Students may bring guests to school after receiving their Superintendent's and teachers' approval. All guests and visitors must check in at the office and receive a visitor badge. If a visitor to the classroom does not have a visitor badge from the office, please send them to the front office.

Expectations for Student Behavior

During the first week of school and the first week back from Christmas Break, teachers and staff must explicitly teach or reteach all of the school-wide expectations established and taught by the classroom teachers. Teachers must also explicitly teach and reteach their classroom expectations.

All Teachers and Staff are responsible for reinforcing and reminding all students frequently of the school-wide expectations.

Student Conduct

In addition to adopted Board policies governing student conduct, administrative procedures specifying student conduct expectations have been established. All teachers are expected to explicitly teach the student conduct rules contained in the Student/Parent Handbook to their students during the first weeks of the school year. These rules apply to actions that occur on District property, at any District-sponsored activity regardless of location; or when traveling to or from school for District-sponsored activities. Disregarding the rules constitutes grounds for reasonable disciplinary action. Student conduct rules unique to individual classrooms may also be developed by teachers. All such rules must be consistent with District policy and local building administrative procedures governing student conduct and discipline. Classroom rules and consequences are to be reviewed with students, and posted in classrooms and teacher webpage, and made available to parents using the disclosure document.

Appendix

OSHA Bloodborne Pathogens Standard

OSHA Safety Rules Checklist for Employees

All employees must obey these rules for their safety and to comply with OSHA safety rules. You must do the following:

- ❖ Know your job classification concerning exposure to biohazards.
- ❖ Treat ALL blood, body fluids, and other infection agents as potentially infectious.
- ❖ Know where the copy of OSHA regulations and the exposure control plan are kept. Read them!
- ❖ Handle blood and other body fluids in a way that avoids splashing, spraying, or droplets.
- ❖ Wear gloves and a lab coat or other appropriate outer protective garments when coming in contact with blood, other potentially infectious material, mucous membranes, or nonintact skin.
- ❖ Remove gloves, lab coats, and any other protective equipment before leaving the work area.
- ❖ Wash hands with soap and water after removing gloves.
- ❖ Keep all work areas clean.
- ❖ Clean contaminated work surfaces with disinfectant such as 10% household bleach (Clorox) after any spill and at the end of each work shift.
- ❖ Place regulated waste in appropriately labeled containers.

- ❖ Dispose of regulated waste according to regulations.
- ❖ Place blood specimens and other potentially infectious materials in a container that prevents leakage during collection, handling, processing, storage, transport, or shipping.
- ❖ Employers must offer hepatitis B vaccination unless antibody testing shows that the employee has immunity. Vaccination is provided at no cost to the employee. (If the
- ❖ employee declines vaccination, a statement must be signed indicating that the employee has declined.)
- ❖ If exposure to potentially infectious material occurs (such as a needlestick or cut), you must complete an accident report and notify your supervisor or superior immediately.
- ❖ You must have appropriate biosafety training to perform your job.
- ❖ Employers must keep training records showing annual training.
- ❖ Place all contaminated needles and other sharps in containers that are puncture-resistant, leakproof, and appropriately labeled or color-coded.

Remember:

- ❖ Do NOT bend or recap needles or other sharp items.
- ❖ Do NOT eat, drink, smoke, apply cosmetics or lip balms, or handle contact lenses where exposure might occur.
- ❖ Do NOT keep food or drink in any place in which blood and other infectious material might be kept or placed.
- ❖ Do NOT pipette or suction blood or other potentially infectious materials by mouth. This is strictly prohibited.
- ❖ Do NOT pick up broken glass with your hands.
- ❖ Do NOT place your hands where used needles or sharps are placed.

Housekeeping Checklist

- All employees should be made aware of the following housekeeping requirements of the OSHA Bloodborne Pathogens Standard.
- Decontamination of Surfaces
 - Immediately after completion of procedures.
 - Immediately after the end of work shifts.
 - Immediately after a person becomes overtly contaminated with blood or other potentially infectious material.
- Protective Covering of Equipment and Environmental Surfaces
 - Use protective covering (plastic wrap, aluminum foil, impervious-backed absorbent paper).
 - Remove and replace at the end of the work shift.
 - Replace when they are overtly contaminated with blood or other potentially infectious materials
- Decontamination of Equipment
 - Routinely check for contamination.
 - Decontaminate when equipment is contaminated with blood or other potentially infectious materials.
 - Decontaminate before servicing or shipping.

- Decontamination of Receptacles
- Inspect, clean, and disinfect on a regularly scheduled basis any reusable bins, pails, cans, and similar receptacles that have the potential to be contaminated.
- Clean and decontaminate receptacles immediately or as soon as possible when they are visibly contaminated.
- Cleanup
- Do not use your hands to pick up broken glassware that may be contaminated.
- Use mechanical means (brush and dustpan, tongs, or forceps) to pick up potentially contaminated broken glassware.
- Handling of Specimens
- Place specimens in a closeable, leakproof container before storage or transport.
- Color code or label containers or bags according to the OSHA Bloodborne Pathogens Standard.
- If it is likely that the primary container will be punctured, place the primary container in a leakproof, puncture-resistant secondary container.
- Color code or label the second container in the same manner as the primary container.
- Reusable Items
- Decontaminate items before washing or reprocessing if they are contaminated with blood or other potentially infectious materials.
- Handling of Infectious Waste
- Place in closeable, leakproof containers or bags before disposal.
- Color code or label containers or bags according to the OSHA standard.
- Place a second closeable, leakproof container or bag over the outside of the first container or bag if it is likely that outside contamination of the primary container or bag will occur.
- Close and color code or label the secondary container or bag in the same manner as the primary container.
- Observe all federal, state, and local laws when disposing of infectious waste.
- Dispose of sharps immediately after use.
- Dispose of sharps in a closeable, puncture-resistant, disposable container that is leakproof on the sides and bottom.
- Label sharps disposal containers according to the OSHA standard.
- Make sharps disposal containers easily accessible in the immediate area of sharps use. Routinely replace sharps disposal containers.
- Do not allow sharps disposal containers to overfill.
- Handling of Laundry
- When laundry is contaminated with blood or other potentially infectious materials or may contain contaminated sharps, treat it as if contaminated.
- Handle such laundry as little as possible and minimize agitation of laundry.
- Bag contaminated laundry at the area of use.
- Do not sort or rinse contaminated laundry in inpatient areas.
- Label or color code bags in which contaminated laundry is placed and transported.
- Place and transport contaminated laundry in a leakproof bag if the laundry is wet or can soak through or leak from the bag.

- Ensure that laundry workers wear protective clothing and other personal protective equipment to prevent occupational exposure during handling and sorting of laundry.

How to Reduce Your Risk from Bloodborne Pathogens

- What it means: An Exposure Control Plan is a set of actions you can follow to reduce your risk of being infected by bloodborne pathogens.
- How it affects you: Your company's Exposure Control Plan may change the way you do your job. Some of the actions you must take may seem time-consuming. Don't cut corners! Do exactly what the plan requires.
- Clearly identify who must follow the plan.
- Clearly identify any task or procedure where exposure to bloodborne pathogens may take place.
- Clearly identify all employees who have jobs or tasks that bring them into contact with employees who risk exposure to bloodborne pathogens.
- Provide a place to wash your hands and face.
- Develop and communicate procedures and equipment that reduce employee exposure to bloodborne pathogens.
- How to handle sharp objects that may be contaminated.
- How to use personal protective equipment.
- Describe what to do if you are exposed to bloodborne pathogens.

Universal Precautions

- What they mean: "Universal Precautions" is the name that the Centers for Disease Control and Prevention (CDC) used to describe a very aggressive plan that treats all blood and body fluids as a possible source of contamination and infection.
- Materials that require Universal Precautions
- Human blood and any products that include human blood or parts made from human blood.
- Semen, vaginal secretions.
- Cerebrospinal, synovial, pleural, pericardial, peritoneal, amniotic fluids.
- Saliva in dental procedures.
- Any body fluid that is visibly contaminated with blood.
- Any unidentifiable body fluid.

How Universal Precautions Affect You

- Workers who fall under the Universal Precautions guideline must wear gloves and other protective equipment to lower the risk of exposure to blood and body fluids.
- Specific precautions must be taken with dirty linen, trash, and used sharp objects.
- If a worker is exposed to blood or body fluids, he or she has the right to insist on hepatitis B immunization and periodic hepatitis B virus and HIV testing.
- Prevention measures to minimize the chances of accidental exposure
- Always wear gloves when giving first aid for wounds.
- If possible, help injured persons care for themselves. (Example: Allow a student to hold a tissue to own a bloody nose. Open a zip bag for them to dispose of tissue and zip

shut.)

- Create a barrier between yourself and blood and body fluids. (Example: hold a wad of tissue, a sweatshirt, etc. between you and the fluid.)
- Immediately wash your hands after accidental contact with blood or body fluids. Wash your hands as soon as possible after removal of gloves or other personal protective clothing or equipment.
- FREQUENT HANDWASHING REDUCES THE SPREAD OF INFECTIONS.
- Call the custodian to clean up body fluids.
- Wear gloves when emptying waste receptacles.
- Clean contaminated surfaces by disinfecting with an EPA-registered germicidal cleaner (bleach solution = 1 part bleach to 10 parts water).
- Do not pick up broken glass, or other sharps, directly with the hands.
- Dispose of sharps (hypodermic needles, lancets, etc.) in red biohazard leakproof and puncture-resistant containers. When these containers are full, authorized safety personnel must dispose of them.

Schedules

[24-25 Master Schedule](#) Use the tabs to find K-5, 6-8, Specials Schedule, Para Schedule, Duty Schedule

Annual Calendar

[Annual Calendar](#)

Professional Development Calendar

Wednesday PLC
2024-2025

August 28:	Team Time with Paraprofessionals #1 - review of students/expectations for work
September 4:	EPAS Training
September 11:	Standards-based Instruction and Grading
September 18:	Data Entering and Analysis
September 25:	Team Time Intervention plans
October 2:	Christmas Program, Parent Teacher Conferences, Swimming Planning
October 9:	Standards-based Instruction and Grading
October 16:	Team Meetings
October 23:	Team Meetings with Paras #2 - Report Card Preparation
October 30:	Standards-based Instruction and Grading
November 6:	Parent-Teacher Conference Day
November 13:	MTSS Interventions/Data/Evidence
November 20:	Classified Staff Meeting
December 4:	Standards-based Instruction and Grading
December 11:	Data Entering and Analysis
December 18:	Team Time
January 8:	Start review of handbooks/Classroom Management Refresh
January 15:	Team Time Report Cards
January 22:	Data Entering and Analysis
January 29:	Team Time with Paras #3
February 5:	MTSS Interventions/Data/Evidence
February 12:	Classified Staff Meeting
February 19:	Standards-based Instruction and Grading
February 26:	Team Time - focus on student behavior/attendance
March 5:	Data Entering and Analysis
March 12:	Planning for Volunteer Appreciation, Student Appreciation Day, Field Day, Field Trips, Spring Concerts
March 26:	Team Time - Report Card Prep
April 2:	MTSS Interventions/Data/Evidence
April 9:	Team Time - Parent-Teacher Conference Prep
April 16:	Classified Staff Meeting
April 23:	Standards-based Instruction and Grading
April 30:	Standards-based Instruction and Grading
May 7:	Team Time with Paras #4
May 14:	End of Year
May 21:	End of Year
May 28:	End of Year
June 4:	End of Year

Policy 2335F2 Human Sexuality 48-Hour Notice

Conflicts of Interest

Employees shall refrain from any activity that can be reasonably seen as creating a conflict of interest with their duties and responsibilities as employees of the District.

The following conduct is specifically prohibited:

- Using public time, facilities, equipment, supplies, personnel, or funds for the employee's private business purposes;
- Engaging in a substantial financial transaction for the employee's private business purposes with a person whom the employee inspects or supervises in the course of official duties;
- Assisting any person for a fee or other compensation in obtaining a contract, claim, license, or other economic benefit from the District;
- Assisting any person with a contingent fee in obtaining a contract, claim, license, or other economic benefit from the District;
- Performing an official act directly and substantially affecting to its economic benefit a business or other undertaking in which the employee either has a substantial financial interest or is engaged as counsel, consultant, representative, or agent; or
- Soliciting or accepting employment, or engaging in negotiations or meetings to consider employment, with a person whom the employee regulates in the course of official duties without first giving written notification to the employee's supervisor and Superintendent.

Employees who violate this policy will be subject to disciplinary action, up to and including termination from employment.

Legal Reference: § 2-2-121, MCA Rules of conduct for public officers and public employees

Gallatin Gateway School
Student and Parent Handbook
2024-2025



The Core Purpose of Gallatin Gateway School

The Core Purpose of Gallatin Gateway School is to embrace an engaging learning culture in a safe, nurturing environment where each student thrives now and into the future.



Dear Families and Students,

On behalf of the Governing Board and Gallatin Gateway School staff, I would like to welcome you to the 2024-2025 school year and our Gator family. We are so excited to share the school year with you.

The purpose of this handbook is to serve as a reference for all students and their families. This handbook provides students and parents/guardians with information related to the educational environment.

Should you find you need additional information, please contact our school site office staff. They will be happy to assist you.

Sincerely

Kelly Henderson
Superintendent/Principal

Stay Connected

Phone

Parents and students can call their child's teacher by calling 406-763-4415. If you are calling during instructional time, your call will be directed to voicemail. If it is urgent, call the front office, and we can get a message to the teacher.

Kindergarten Herron ext. 27

Kindergarten Barnes ext. 35

First Grade ext. 31

Second Grade ext. 26

Third Grade ext. 18

Fourth Grade ext. 19

Fifth Grade ext. 20

Sixth Grade ext. 16

Seventh Grade ext. 15

Eighth Grade ext. 21

Tech/Math ext. 23

Library ext. 22

Music/PE ext. 30

Learning Lab ext. 12

Special Education ext. 29

Business Manager-District Clerk ext. 25

Website

www.gallatingatewayschool.com

Classroom Newsletters/Announcements

Classroom Newsletters are distributed from the teacher to parent emails. Schoolwide Announcements are sent through email and posted on our school website.

Infinite Campus

Parents have the opportunity to log in to a secure area and view their child's progress in each class. Teachers can also provide parents with comments on their child's progress on each assignment and attendance. You can log into this secure site by visiting the school website (www.gallatingatewayschool.com) and clicking on the Infinite Campus icon. For your future reference, you can enter your unique username and password here.

Username: _____

Password: _____

If you don't have or have forgotten your username and password, please contact the front office for assistance.

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Contact Information

Attendance
406-763-4415 ext. 11

Main Office
406-763-4415 ext. 10

Superintendent
406-763-4415 ext. 13
E-MAIL: super@gallatingatewayschool.com

Counselor
406-763-4415 ext. 28

Title I/Learning Lab FAX: 763-4415 ext. 24
406-763-4886

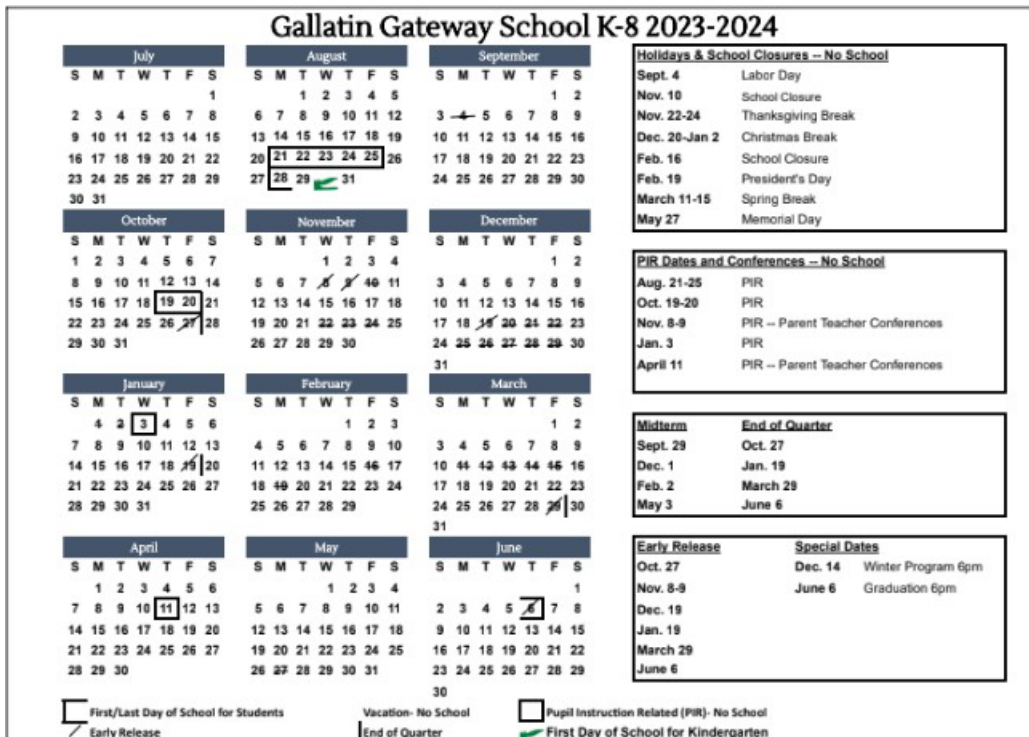
Website: www.gallatingatewayschool.com

www.facebook.com/Gallatin-Gateway-School_108233230594139/

Mailing Address:
 PO Box 265
 Gallatin Gateway, MT 59730

Physical Address:
 100 Mill Avenue
 Gallatin Gateway, MT 59730

School Calendar



School Day/Hours

The school day for grades K-8 is from 8:00 am to 3:23 pm. Office hours are from 7:30 am to 3:50 pm Monday-Thursday, and 7:30 am to 3:23 pm on Fridays. The playground is supervised between 7:40 am to 7:55 am when school is in session. Breakfast is available for students in the cafeteria from 7:30 am to 7:55 am.

School Board Policy

The Gallatin Gateway School Board of Trustees generates policies to govern the school. These policies are dynamic in nature and are reviewed and revised yearly to ensure that they continue to closely address the changing needs of the students and the district. A copy of the Gallatin Gateway School District Policy Manual is on the District Website. The procedures in this handbook are developed from policies addressing areas of interest for students, parents,

and community members.

Philosophy

The Trustees of School District #35 are guided by the conviction that every student has the right to the best education this community can provide. Responsibility for this rests with all citizens, parents, school staff, and students, with the ultimate responsibility for direction and decision-making being assumed by the Board of Trustees. The Board will lead in creating, maintaining, and improving the school for the children’s educational needs. Organization, staffing, programming, teaching, and funding will all be developed with a focus on the Core Purpose of Gallatin Gateway School. The Core Purpose of Gallatin Gateway School is to embrace an engaging learning culture in a safe, nurturing environment where each student thrives now and into the future.

Core Values of Gallatin Gateway School

Individualized Success: We value a commitment to success from each board member, each staff member, and each student. The dedication and enthusiasm of each board member and each staff member together with our nurturing, inspiring environment is critical to each student’s success. **Student-Centered:** The focus of all decisions is based first and foremost on the best interests of every student. We value the individual attributes of each student and a school environment that promotes positive, individual opportunities for each student.

- **Sense of Community:** We believe that engagement with and respect for our community is vital to our success.
- **Accountability:** We believe that holding ourselves accountable for our successes and our challenges is essential to reaching our envisioned future.
- **Culture of Collaboration and Support:** We believe that fostering a culture in which our staff are and feel valued and supported in their roles and a culture where collaboration is embraced and honored is vital to our success.

Equal Opportunity

Every student has the right to the same education, regardless of race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, economic or social conditions, or actual or potential marital or parental status.

All opportunities shall be allowed for every student, including all educational and extracurricular activities. A student with a problem pertaining to equal opportunity should contact the Gallatin Gateway School District Clerk who acts as the District’s Title IX Coordinator.

Parental and Family Engagement

Gallatin Gateway School collaborates with parents and guardians to promote the mutual goal of student achievement. To ensure parents are aware of their rights and the opportunity to engage with the School District, specific policies and procedures are available on the School District's website at [Gallatin Gateway School Home](#) and are available to be printed upon request. Please consult the following policies to learn more about methods to be an active part of your student's education:

- Uniform Grievance Procedure – Policy 1700
- Student and Family Privacy Rights – Policy 2132
- Parent/Family Engagement and Involvement in Education – Policy 2158
- Student Health Instruction – Policy 2335
- School Activities and Clubs – Policy 3233, Policy 3510, Policy 3550
- Student Health – Policy 3410
- Student Immunization – Policy 3413
- Student Records and Confidentiality – Policy 3600

School Support

Parent Involvement/Volunteering

Gallatin Gateway School District is committed to providing opportunities for parental involvement in every aspect of a student's education. We ask that parents help in our efforts to create and maintain a safe and positive learning environment for our students, as well as, a safe and positive working environment for our staff. We are implementing our school volunteer program for the 2023-2024 school year. Please consider volunteering some time to support our students. We have a variety of opportunities to be involved. The Volunteer Handbook is located on the district website for more information.

Parent Teacher Organization (PTO/PIE)

Partners in Education is making a transition to an organized PTO. This is a partnership of community members, parents, teachers, students, and administration working together to provide educational opportunities for Gallatin Gateway School students.

Booster Club

The Booster Club is an organization headed by parents and community volunteers and supports the Gallatin Gateway athletic programs. Fundraising efforts of the Booster Club support our students' athletic endeavors. The Booster Club is supported solely through donations and volunteers.

Gateway Youth Group (GYG)

The Gateway Youth Group is an independent 501(c)3, which provides fun, educational programs and opportunities that enrich the lives of Gallatin Gateway youth.

Gallatin Gateway School Foundation

The Gateway School Foundation is an independent 501(c)3 dedicated to preserving and expanding Gallatin Gateway's commitment to excellence in public education. Mission: The Gallatin Gateway School Foundation provides resources to inspire learning, enrich teaching, and create opportunities for students through community support.

Contact information for all of the above-named organizations can be obtained by contacting the Gallatin Gateway School office and/or visiting the school website at gallatingatewayschool.com.

Later Gators

Later Gators, an afterschool program through the United Way, runs from 3:20-5:30 Monday through Friday. The program provides extended learning opportunities for students in grades K-5.

General Information

Learning Lab

The Learning Lab is available for students to complete or receive assistance on homework when school is in session. Learning Lab hours are from 3:23 pm to 3:50 pm, M-Th. The Learning Lab is not available after school on Fridays. At the end of the day, parents should be on time to pick up their children. Parents who do not pick up their children by 3:50 pm will not be eligible to utilize the services in the Learning Lab.

Telephone

Students may use the school office phone in case of an emergency. Students will be allowed to use the office phone after school for parent transportation. Students may use the classroom phone upon permission from the teacher during non-instructional times to phone parents.

Visitation

Parents and guardians are always welcome to visit their child's classroom to observe the educational process, provided it does not disrupt the learning environment. Please prearrange a visit with the teacher. Parents or guardians having particular concerns to discuss with the teacher should arrange a conference time with the teacher. Students may

bring guests to school after receiving approval from the Superintendent and their teacher(s).

For everyone's safety, we ask: When arriving at the school...

1. Stop at the school office
2. Sign in
3. Obtain visitor badge from Office staff listing Name, Date, and Destination
4. Display your visitor badge so it is visible to students and staff

When departing from the school...

1. Stop at the school office
2. Sign out
3. Return your visitor badge to the office staff for disposal

Lost and Found

All items found in the school that have been left by students will be placed in the lost and found. At the end of each quarter, items remaining will be taken to a community charity.

Report Cards

The assessments for students are distributed quarterly (approximately every nine weeks). Quarterly report cards will be mailed at the close of each quarterly grading period. Progress Reports will be issued midterm to keep parents and students informed of academic progress and will be accessible through Infinite Campus. Classes are weighted depending on instructional time. Core classes (math, science, English, and social studies) meet every day and are worth one credit per year. Other classes, based on instructional time, may be valued at less than one credit per year.

Standards Based Grading

What is standards-based grading?

The purpose of standards-based grading is to show the student's level of mastery of the standards. This process of grading provides assists the teacher in identifying what a student knows, or is able to do, in relation to the academic standards over the course of a grading period. Unlike traditional grading systems, a standards-based grading system measures a student's mastery

Why did we move from traditional grading to standards-based grading?

Utilizing standards-based grading systems, we can communicate effectively the student students progress of learning of particular standards. With this system, parents will know whether their child is on target with district and state standard learning. Many education researchers consider standards-based grading far more fair to students and best educational practice.

What are the benefits of standards-based grading?

Standards-based grading ensures that students within a grade level receives similar instruction and are

assessed on the same expectations. This will allow teachers to better communicate individual student progress. Parents and students are able to clearly see which learning targets have been mastered and which ones still need practice. The conversation moves from what do I need to do to get an A to what learning still needs to happen.

Grading Scale: (K-8)

Letter

AP Advanced

P Proficient

NP Nearing Proficient

N Novice

Using the rubric, the following scores would equate to the letter grade for students:

Rubric Score	Grade Equivalent
4.0	A+/A
3.5	A-
3.0	B+/B
2.5	B-
2.0	C+/C-
1.5	C-
1.0	D+/D-
0.0	

School Services

School Counseling Services

Gallatin Gateway School offers school counseling services. The purpose of the school counselor is to address issues that may affect students’ academic growth. This can include a variety of needs to include a student’s mental, emotional, social, and academic development. Our counselor also facilitates Section 504 meetings.

Our counselor can assist your family in obtaining services through a variety of agencies. GGS partners with Care Solace to assist families interested in counseling services find a compatible therapist. The link to Care Solace is available on the district website. Below is a list of local resources available to families and students:

- AWARE – Adult & Children’s Behavioral Health Services: 406.587.1181
- Community Health Partners – Counseling & Behavioral Health: 406.585.1360
- Eating Disorder Center of Montana: 406.451.7370
- Gallatin Mental Health Center, Outpatient Services, Day Treatment, Drop-in Center: 406.556.6500

- Greater Gallatin United Way – Variety of Services: 406.587.2194
- Help Center – 24-Hour Crisis Line and Suicide Outreach: 406.586.3333
- Information & Referral Network, dial 211
- Hope House Crisis Stabilization Inpatient Crisis Stabilization: 406.585.1130
- HRDC – Housing and Energy Help, Various Train Programs: 406.587.4486
- L’esprit – School and Community Treatment: 406.222.7641
- Mental Health America of Montana: 877.927.6642
- Montana Mental Health (montanamentalhealth.org)
- Montana Independent Living Project: 406.522.7300
- Montana Peer Network: 406.551.1058
- Montana Suicide Prevention Lifeline: 800.273.8255
- Montana Warm Line, Non-crisis support line, M-F 4 pm-10 pm & Sat-Sun 10 am-10 pm: 877.688.3377
- MSU Human Development Clinic – Low-Cost services Adults, Children, Couples & Families: 406.994.4113
- MSU Counseling & Psychological Services (MSU students, staff & faculty): 406.994.4531
- National Alliance for the Mentally Ill: 406.443.7871
- Bozeman: namimt.org, 406.585.8959
- Find other Montana affiliate programs
- Open Arms Drop-in Center Peer-to-Peer Support: 406.556.6500
- M-F 12 pm-4 pm · Doors are locked for 1 pm Recovery Group that is open to all
- Salvation Army: 406.586.5813
- Sexual Assault Counseling Center: 406.586.3333
- State Addictive & Mental Disorders Information Line: 888.866.0328
- State Mental Health Ombudsman: 888.444.9669
- Substance Abuse & Mental Health Services Administration: 877.726.4727
- Veteran Administration (Psychiatric and Medications): 800.827.1000 (Local number 406.582.5300)
- VOICE Center – MSU Sexual Assault Crisis Line: 406.994.7069
- Winds of Change Mental Health Center, Adult & Child Case Management, Psychiatry, Therapy: 406.541.4673
- Women in Action – Big Sky Community Counseling: 406.570.3907
- Youth Dynamics, Inc. – Children’s Behavioral Health Services: 406.585.9402

Title I

Gallatin Gateway School has a federally funded targeted Title I program. The program offers services for students with academic needs as well as services for students who are homeless. If you believe that your student requires additional intervention services for academic skills, please contact the main office.

Special Education

The District provides services for students with special needs through the Special Education program. IDEA is a federal program that requires students with special needs to have access to a Free and Appropriate Public Education that meets their individual needs.

We participate in Child Find screening in the fall for any child, from birth through five years of age. Our resource room teacher, paraprofessionals, and the Gallatin Madison SPED Co-op service children meeting the specific criterion required by law. Parents may request that their child(ren be screened or tested by contacting the school Superintendent.

Section 504 Services

The school district has specific responsibilities under Section 504/Title II which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504/Title II, afford access to appropriate educational services.

Child Find Services

Gallatin Gateway Schools partners with the Gallatin Madison Special Education Cooperative for a variety of services, including Child Find. Child Find is a voluntary, free assessment of all children ages 0-5 years.

From the GMSEC Program Narrative:

Within each member district boundaries, the public is annually informed of Child Find activities for children 0-5 years through newspapers, radio public service announcements, school publications, and newsletters, posters in locations frequented by the public, and ongoing communication and cooperation with private and public agencies which routinely serve families and children with possible disabilities. These efforts are overseen by the Special Education Director for the Gallatin-Madison Special Education Cooperative and implemented by administrators, teachers, and support staff specialists specific to the targeted age group.

Following ARM 10.55.805 Special Education, each school has a structured support and assistance process in place to use before referral for comprehensive educational evaluation. Member districts/Director of Special Education provide education to general education staff/ special education staff as part of annual orientation regarding prereferral and referral process as well as providing families with procedural safeguards before the evaluation process.

The methods for collecting, maintaining, and reporting data on child identification are consistent throughout the age levels. Records are established and maintained confidentially in compliance with Sections 300.560-300.576. Data is reported through the December 1 child count format, as well as a summary included in the appropriate project narratives.

3.a. Infants and Toddlers (Birth through Age Two)

The Gallatin-Madison Cooperative and its member districts have established an interagency agreement with Family Outreach, the regional Part C provider. Through this agreement, the Cooperative and

Family Outreach collaborate in child find activities, referral, evaluation, and transition of children from Part C (0-3 years of age) to Preschool (3-5 years of age) services. The interagency agreement specifies that Family Outreach will initiate transition activities with the appropriate member school of the Gallatin-Madison Cooperative at least 90 days before the child's 3rd birthday. Additionally, the Agreement stipulates that Family Outreach provide the Gallatin-Madison Cooperative with an annual census of eligible children under Part C.

3b. Preschool (ages 3 Through Age 5) Frequency and Location of Screenings

The Child Find Screening is an interagency cooperative program with the Gallatin-Madison Cooperative, Family Outreach, and member schools to advertise and conduct formal screenings for children aged 0-5 every year. Child Find screenings typically occur within the first quarter of the school year during October, and November and upon request/referral of parent and/or agency. Child Find screenings occur at member schools as space allows or at an identified location closest to the member district included in advanced advertisement to the public.

The procedures utilized for child find activities by Family Outreach and member district staff in coordination with designated specialists from the Gallatin-Madison Special Education Cooperative, (which may include but are not limited to the Family Outreach staff, Region IV audiologist, the county health nurse, the school psychologist, the speech-language pathologist, the kindergarten teacher, and the special education teacher), include the following:

- Health and Nursing Assessment through referral to the county health nurse
- Audiological/ Vision Screening and Evaluation
- The Alperin-Boll Developmental Profile
- The Battel Developmental Inventory
- The Developmental Indicators for the Assessment of Learning-Revised (DIAL-R):
- Motor
- Concepts
- Language/Phonological Awareness Behavioral Observations
- Vision/Hearing
- Parent report/history

Response to Individual Referrals: If a parent and/or agency initiates a screening request outside of the screening dates, the special education teacher or Cooperative staff member assigned to that school will conduct the screening on an individual basis with child find team members as needed and use of screening tools identified above as appropriate to the referral. Individuals/agencies may contact the Special Education Director to request an intake meeting with appropriate professionals of the member school present. Prereferral and referral for comprehensive educational evaluation policies and procedures are applied as are documentation of results from these efforts.

It is the purpose of the Preschool Child Find to identify and define the preschool population of children with disabilities to assist local districts in the early intervention of these children as well as in planning and budgeting for future services.

Part C Transition Planning Conferences: Through an interagency agreement, Family Outreach, the regional Part C provider, notifies the member school of the Gallatin-Madison Special Education Cooperative and initiates a transition meeting at least 90 days before an eligible child's third birthday. The agreement also stipulates that a Child Study Team (CST) and an Individual Education Plan (IEP) meeting will be completed on or before the child's third birthday.

Coordination with Other Agencies: The interagency agreement established between the Gallatin-Madison Cooperative and Family Outreach is designed to assist with the transition, coordinate child find, and share information and resources in the delivery of services to preschool-aged children with disabilities. Family Outreach will notify the Gallatin-Madison Cooperative at least 90 days before the third birthday of any child with disabilities who may be eligible for special education services. A transition meeting will be scheduled between Family Outreach, the receiving school, and other appropriate professionals to begin planning for the child's transition into Preschool services. Other agencies would also be involved as needed including but not limited to Headstart, PLUK (Parents Let's Unite for Kids), Aware Case Management Services, Youth Dynamics, and Community Mental Health.

Follow-up Procedures for Referral and Evaluation: Parents voluntarily bring their children to the preschool child-find screening sites. An intake interview explaining procedures and an exit interview regarding the child's performance are afforded to each parent. The parents of any child whose screening indicates possible concerns are apprised and appropriate interventions are offered. Member schools receive screening results as part of prereferral documentation for the permanent record when referral for a comprehensive educational evaluation is indicated. Referral and evaluation policies and procedures are implemented for this age population as with the in-school-age child.

Student Information

Athletic Eligibility Guidelines

Gallatin Gateway School District #35 recognizes the value of athletic programs as an integral part of a student's total education experience. Responsibility for this rests through the active participation of students, parents, and school staff. Please see the Athletic Handbook for eligibility and attendance requirements.

Participation in the athletic program offered by Gallatin Gateway School is a privilege available to all students and carries with it responsibilities to the school, other participants, and the community. The athletic program is designed to teach students the fundamentals of a variety of sports and to provide experiences that will assist each participant in developing athletic skills and a positive self-image, emotional maturity, sound moral values, social competence, discipline and responsibility, and the ability to deal with success and adversity.

- All students enrolled full or part-time are eligible for participation in all sports.
- Any student who resides in the Gallatin Gateway School District, but is not actively enrolled in Gallatin Gateway School, and wishes to participate in any sports activity

must write a letter addressed to the Superintendent stating his/her reasons for wanting to join a team. This request must be provided to the Superintendent at least seven days before any regular School Board meeting. The Board shall make the final decision on the acceptance of such students. The District will not admit any students when it causes overcrowding or discipline concerns in any sports program. One year's acceptance does not guarantee another year's acceptance.

- All students outside the district who are not academically enrolled are not eligible to participate in any sports.
- Students will be allowed to join a team after the first two weeks of the season unless they obtain prior approval from the Athletic Director and/or Superintendent.
- All student participants should plan to start practice on the scheduled first day of practice.

Conduct/Sportsmanship

Participants and fans in the athletic program are expected to conduct themselves in an exemplary manner at all times. They must follow the conduct outlined in both this handbook and the GGS Athletic Handbook. Their actions should reflect favorably on themselves, their teammates, and the school.

If a special incident arises, which may not be covered in the Athletic Handbook, the issue shall be submitted to the Superintendent, who will follow the District's Grievance Procedure for a determination and resolution.

Valuables and Money

Unless necessary for a school-sponsored event, students are asked not to bring valuables or money to school. If necessary, they may ask the office to hold such items. The school is not responsible for valuables/money left in lockers, classrooms, or locker rooms. Students are encouraged not to bring items such as electronic devices, cell phones, skateboards, etc. to school. However, if these items are brought to school they are to be promptly placed in the student's locker or backpack and not removed until the end of the day.

Student Dress Expectations

The good judgment of students and parents/guardians should suffice in matters of dress, modesty, and cleanliness. When decorum is in question, the following standards are applied:

- Clothing should be neat and clean.
- Clothing should be free of slogans or advertisements promoting drugs, alcohol, tobacco, or violence.
- Clothing should be free of sexual, derogatory, or vulgar connotations.
- Undergarments are to be completely covered.

- Strapless shirts are not allowed unless the garment is worn underneath another appropriate top.
- Skirts and shorts should appropriately cover the student's body and not show undergarments.
- Shirts and pants must cover the stomach, even when arms are raised.
- Sandals and open-toed shoes are allowed. Remember, there can be a risk of toe injury by wearing open-toed shoes or sandals.

Any violations of the above rules and procedures will result in removal from the class if the student is unable to find a way to meet the dress expectations. The student will wait in the office until parents bring suitable clothing or the student is taken home to change clothing.

Proper hygiene should be paid close attention to for both student health and social acceptance, for example, daily use of deodorant, brushing teeth, bathing, wearing of clean clothing, and regular changing of feminine hygiene products. If a student's lack of proper hygiene is offensive to others, parents will be notified.

Dress Appropriately for the Weather

Students are expected to dress appropriately for the seasonal conditions. Students should consistently wear hats, warm coats, socks, gloves, and boots during rain or snow conditions. Please label these garments with the child's name. Shorts may be worn year-round, but all children will be expected to go outside at recess time if weather permits. Seasonal outdoor clothing is not permitted in the classroom. Students in K-4 will wear snow boots when there is snow on the ground. They will wear snow pants to play in the snow or to play on any equipment that is wet or snow-covered. Students without snow pants will be required to stay on the paved areas of the playground.

Lockers

Students are responsible for the care and condition of the locker. If the locker needs repairs due to student misuse, the student will be billed. Personal combination locks are not allowed. Carabiners (without locking ability) are allowed.

Searches of Student and school property. School authorities may inspect and search school property and equipment owned or controlled by Gallatin Gateway School (such as lockers and desks) without notice or consent of the student. School authorities may search a student, and a student's personal effects when reasonable grounds suggest a search will produce evidence that the particular student has violated or is violating a law or District student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of the age and sex of a student and the nature of the suspected infraction.

Textbooks

Board-approved textbooks and instructional materials are provided free of charge for each class. Books must be covered by each student, as directed by the teacher and treated with care. If the book is damaged when issued to the student, damage must be reported to the teacher. Any student who damages or fails to return a book issued by the school may be charged a fee to replace or repair the book. A student's grades may be withheld until restitution is made by payment.

Technology

Technology

The use of technology to provide educational material is a privilege. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.

Children's Internet Protection Act Policy

Internet access is available to the District's students and community members. Through its computer network, the District is connected with thousands of computers all over the world. Users may have access to information ranging from different cultures, science-related issues, music, politics, and access to many university library catalogs. These are just some of the areas users may be able to explore through the computer network.

Students utilizing school-provided Internet access are responsible for good behavior online, just as they are in a classroom or other areas of the school. The same general rules for behavior and communications apply. The District may provide filtering software for computers accessing the Internet.

The purpose of the District-provided Internet access is to facilitate communications in support of research and education. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of the District. Access is a privilege, not a right. Access entails responsibility.

Privacy/Confidentiality

Users should have no expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in his/her directory. The school computer network's system operator, or other school employees, may at any time review the subject, content, and appropriateness of electronic communications or other computer files and remove them if warranted. Any violation of District rules will be reported to school administrators.

Copyright

Users shall not:

- Copy and forward;
- Copy and download; or
- Copy and upload

to the network or Internet server any copyrighted material, without approval by the computer system operator, a teacher, or other school administrator. Copyrighted material is anything written by someone else, such as an e-mail message, a game, a story, or software. Plagiarism is not allowed.

Inappropriate Sites

The use of the District network and the Internet is for educational purposes only. All sites containing pornography or sexually explicit materials (written or pictured) are off-limits to users.

E-mail/Chatting

Students are prohibited from using e-mail, including District e-mail accessed through a web browser. E-mail access may be given to students on a case-by-case basis (e.g., foreign exchange students keeping in contact with home). Students are prohibited from joining chat rooms unless it is a teacher-sponsored activity.

Hacking

Users shall not infiltrate or “hack” outside computing systems or networks. Examples: the release of viruses, worms, or other programs that damage or otherwise harm an outside computing system or network. Users shall not disrupt a system or interfere with another’s ability to use that system (e.g., by sending “e-mail bombs” that cause a disk to fill up, a network to bog down, or a software application to crash). Nor shall users do any of these things to the District computer system.

Inappropriate Use

Users shall not use the District computer network to:

1. Purchase goods, solicit sales, or conduct business (e.g., by posting an advertisement to a newsgroup). Users shall not set up web pages to advertise or sell a service.
2. Transmit obscene, abusive, sexually explicit, inappropriate, or threatening language.

Gallatin Gateway Children’s Internet Protection Act Policy Contract

Acceptable Use

Parents and Students:

Please read together and after signing, return this document to the school.

Statement of Purpose

The District believes that all students should have access to technology when they act in a responsible, efficient, courteous, and legal manner. Internet access and other online services, available to students and teachers, offer a multitude of global resources. Our goal in providing

these services is to enhance the educational development of our students.

Acceptable uses of technology are devoted to activities that support teaching and learning. The following are our agreements about the use of technology in District schools:

Terms of Agreement

Using the computer correctly and responsibly is very important. I promise to follow these rules:

- To use all computer equipment carefully and not damage, change, or tamper with the hardware, software, settings, or the network.
- To use the computer and the Internet for schoolwork only. I will use only the programs and websites that my teacher has approved.
- To print only when my teacher tells me to print.
- To use my file or my folder on the student server.
- Do not view, send, or display inappropriate messages or pictures.
- To never use any form of electronic communication to harass, frighten, or bully anyone while at school.
- To tell a staff member if I read or see something on the computer that is inappropriate.
- To obey copyright laws.

Use of New Web Tools

As part of 21st-century learning, teachers and students may be using new web tools such as blogs, wikis, podcasts, and videocasts. These technologies improve students' communication and collaboration skills, provide a real audience, and extend learning beyond the classroom walls while building digital citizenship skills. At some point during the school year, you may be asked to sign additional permission forms regarding the use of new web tools.

Chromebook User Agreement

Chromebook Student/Parent Agreement and Contract

To ensure that students are equipped with the tools necessary for success as 21st Century Learners, GGS has adopted a 1:1 Chromebook program for students. The document below explains this program and the responsibilities of both parents and students. Please read through this document with your child and sign at the bottom.

Why Chromebooks

A Chromebook is a type of laptop that runs on the web-based Chrome OS. Chromebook features include:

- Unlimited access to Google Apps for Education, a free web-based suite of programs including collaborative tools such as Drive, Docs, Drawing, and Sheets.
- Documents and apps are cloud-based with an immediate Auto-save function and near limitless cloud data storage.
- Personalized learning experiences from grade to grade, and student to student.

- Affordability and ease of management.

Costs

Students/Parents are responsible for reasonable costs of repair for a deliberately damaged device, or damage interpreted as neglect. Damages and other incidents must be reported to the Superintendent's office right away. Lost, stolen, or questionable damage will be reviewed by the administration on a case-by-case basis to determine fees. Estimated fees for Chromebook parts and replacements:

Full replacement: \$355 Chromebook

+ \$35 Google Education License

\$390

Expectations, Responsibilities, and Care

- Student will secure Chromebook in the Homeroom Chrome Cart at the end of every day.
- Student will disinfect Chromebook daily, and will not write or place any stickers on the Chromebook.
- Students will take measures to protect the Chromebook from damage or theft.
- Students will not leave the Chromebook unattended.
- Student will use Chromebook in compliance with the Acceptable Use Agreement
- Student will not let others use their assigned Chromebook.
- Students will protect Chromebook screens by not touching them too hard or with any object.
- Students will carry Chromebooks properly to ensure safe handling.
- Student will avoid placing or dropping heavy objects on the Chromebook.
- Students will use Chromebooks on a table or desktop.
- Students will refrain from drinking or eating while using the Chromebook.

At Home Expectations

Should the student need to check out their Chromebook for use at home: Chromebooks are configured to minimize online access to inappropriate material. Regardless, it is the full responsibility of the parent or legal guardian to ensure that their child does not access any inappropriate online material when Chromebooks are not at school.

Violations

- Students must follow the Gallatin Gateway School Acceptable Use Policy at all times while using their Chromebook.
- Violations of the Acceptable Use Policy or items stated in this document will be addressed by the school administration to determine the proper course of action.
- School Administration and Faculty have the right to view the contents of the Chromebook at any time.

** Required*

Please sign this form and return it to your child’s homeroom teacher on the first day of school.

*Student Agreement **

YES: I have read or had the Chromebook Student/Parent Agreement and the Acceptable Use Policy read to me. I understand the rules, guidelines, and procedures contained in both of these documents and agree to fully comply with all of them. I understand that I will be held accountable for my actions should I violate any of these rules, guidelines, and procedures at any time.

Name of Student: _____ Grade: _____

Student Signature: _____ Date: _____

Parent or Guardian Agreement *

YES: As the parent or legal guardian of the minor/student signing above, I grant permission for my child to access Gallatin Gateway School technology resources, including Internet accessibility and my child’s assigned Chromebook. I understand that my child, or the child in my care, may keep his/her network access and Chromebook as long as the procedures and rules described in the Gallatin Gateway School’s Acceptable Use Policy and the Gallatin Gateway School’s Chromebook Student/Parent Agreement are followed. Should my son or daughter, or the child in my care, violate any of the previously cited rules or procedures, they will be held accountable for their actions by the Gallatin Gateway School.

YES: I fully understand the costs and responsibilities associated with the Gallatin Gateway School’s Chromebook Student/Parent Agreement:

Parent or Guardian Name: _____ Date: _____

Bark

When schools give students access to devices and online accounts, an incredible world of learning opportunities opens up — as well as potential dangers. Digital safety is critically important to Gallatin Gateway School, which is why we are now using Bark for Schools to help us protect our students both online and in real life.

Bark monitors for signs of potential issues like:

- Cyberbullying
- Suicidal ideation
- Sexual predators
- Threats of violence
- And more

Alerts at the first signs of danger

When possible dangers arise on school-issued accounts, Bark for Schools sends us alerts so we can address the situation promptly. These alerts also give us insights that help us promote the well-being of the entire student body.

Cyberbullying

Cyberbullying is, but is not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking, and other Internet communications, on school computers, networks, forums, and mailing lists, or other District-owned property, and using an individual's electronic media and equipment.

Social Media

Students may not utilize social media sites during the school day. Posting of pictures, videos, and other student work is prohibited during the school day.

Cell Phones and Other Electronic Equipment

Student possession and use of cellular phones, wearable communication devices, including smartwatches, and other electronic devices on school grounds, at school-sponsored activities, and while under the supervision and control of school district employees is a privilege that will be permitted only under the circumstances described herein. School-sponsored activities include but are not limited to field trips, fundraisers, and overnight trips. Cell phones are used during specific classroom activities in Tech (manipulation of robots/drones or during classroom guided activities).

Parents, please do not call your child during school hours on their cell phone. The phone call disrupts instruction and class time. If you would like to leave your child a message, please call the school office. Except in emergent cases, students will return your call after instruction.

At no time will any student operate a cell phone, wearable communication device, or other electronic device with video or audio capabilities in a locker room, bathroom, or other location where such operation may violate the privacy right of another person. These devices must be kept in lockers or backpacks and turned off during the instructional day. The use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, the use of these devices is grounds for confiscation of the device by school staff. Confiscated devices will be returned to the parent/guardian at the end of the day by the Superintendent/Principal. Repeated use of such devices will result in disciplinary action (see disciplinary actions).

Video Surveillance

Policy 3235. Video surveillance with audio takes place through the security camera system at GGS.

Parent Information

Attendance Procedures

PLEASE DO NOT SEND YOUR STUDENTS TO SCHOOL IF THEY ARE SICK OR HAVE SIGNS OF ILLNESS.

In the event of illness or other unavoidable absences, please notify the school office by phone by 8:30 a.m. If a child is not at school and the school does not receive a phone call, the Administrative Secretary will phone to make certain the child is home. This helps us ensure the safety of the children.

Procedure for leaving during the school day

The student must report to the school office secretary for approval to leave school for any reason. Final permission to leave will be granted contingent upon the nature of the request as well as parent/ guardian consent by note or phone call to the attendance secretary before leaving. Failure to check out properly will result in a consequence according to the discipline matrix. Parents must sign their students out of the school.

Procedure for Checking in/out of School

If a student must leave during the school day, he/she must check out at the attendance office. Parent approval is required for a student to leave school or when a student is coming late to school (via phone call, signed note, or in-person communication. A student must check in at the office when he/she returns to school when the student begins school later than their first period.

Parent/Guardian Responsibilities

When a student must be absent from class for illness, or other foreseeable emergencies, parents must inform the school office of the absence. If the school is not notified within 48 hours of the last absent day, the excuse will not be accepted and the absence will be considered truancy. The principal may make exceptions to this general policy and excuse the absence, after consultation with the teacher, and students who are involved, and after considering the circumstances related to the failure to notify and to the frequency of the student's absences. In cases where the validity of an excuse is in question, the administration may require verification from other sources.

Attendance Policy

Regular attendance is basic to meeting the educational needs of students. Optimal classroom instructional benefits are only possible when the student is in attendance. It follows that students, parents, and educators need a clear understanding of rights and responsibilities relating to attendance. Students have the right to an appropriate education. Parents have the right to expect competent instructors and a school climate conducive to learning. Educators have the right to expect reasonable cooperation from students and parents. Students are responsible for participating in the educational opportunities given to them and are legally required to attend until they are 16 years old and have completed the eighth grade. Parents are responsible for supporting policies and programs of the school district including attendance laws. The school is responsible for providing a significant curriculum, competent teachers, and adequate facilities and programs. The school is also responsible for maintaining accurate records and practicing diligence in reporting these.

Students are allowed 9 excused or unexcused absences (per class) per semester (quarters 1 & 2 or quarters 3 & 4). An absence is considered excused when a parent/guardian has notified the school that the student will be absent. Absences due to medical appointments may be waived when a note from the medical provider is submitted to the attendance office. A student absent for more than 3 days must have a doctor's note to return to school. After a student has accumulated 6 absences in any given class, a letter will be sent out to inform parents about student absences. The content of the letter will include the specific class or classes in which the student has reached 6 absences. This letter will serve as the establishment of an official attendance contract for the student for the identified class or classes listed.

Absence Policy:

- If a student accumulates 9 or more total absences (excused and/or unexcused) per class period during a semester, he/she violates the absence limit. If the student is passing the class, he/she will receive credit; however, the letter grade will be reflected as a "P-A."
- Students who are failing will not receive credit. If a student accumulates 9 or more total absences (excused and/or unexcused) during a semester, a "Loss of Letter Grade" notice will be mailed home.
- A student may petition to regain their previous letter grade for individual classes if they do not violate the attendance policy in any class during the subsequent semester. Students will need to complete an attendance violation appeal within two weeks before the end of that semester. Appeal forms are located in the office.

*Students will be allowed two (2) Pre-arranged Absences per semester that will not count towards the 8-day attendance policy. Students must have parent/guardian approval, fill out a Pre-arranged Absence Form, make up all assignments (or make arrangements with the teacher to make up assignments), and turn in the Pre-arranged Absence Form at the attendance office before missing school to meet the criteria for a Pre-arranged Absence (PA). Students are still encouraged to fill out a Prearranged Absence Form for planned absences after fulfilling their two Pre-arranged Absences as a way to communicate with their teachers regarding the assignments they will need to make up due to an absence. These absences will be recorded as

Excused Absences (EA).

Only those absences allowed by Montana State Code 20-5-103 will be allowed, which states: 20-5-103. Compulsory attendance and excuses.

Except as provided in subsection (2), any parent, guardian, or other person who is responsible for the care of any child who is 7 years of age or older before the first day of school in any school fiscal year shall cause the child to attend the school in which he is enrolled for the school term and each school day therein prescribed by the trustees of the district until the later of the following dates:

1. the child's 16th birthday;
2. the date of completion of the work of the 8th grade.
3. The provisions of subsection (1) do not apply in the following cases:
 - The child has been excused under one of the conditions specified in 20-5-102.
 - The child is absent because of illness, bereavement, or other reasons prescribed by the policies of the trustees.
 - The child has been suspended or expelled under the provisions of 20-5-202.

Montana law states that a student is excused when absent due to:

1. Illness
2. Bereavement
3. Other reasons prescribed by the policies of the Board, including medical or legal appointments or family emergencies.

Verification should be available before requesting an admit slip. The time allotted for make-up work is stated in each teacher's grading and discipline policy. Accommodations for Individual Education or 504 Plans will be made when appropriate with 504 Coordinator, Marissa Schultz.

Truancy/Unexcused Absences

Unexcused and truancy absences are not acceptable at Gallatin Gateway Schools. An unexcused/truant absence occurs when a student is absent without permission from the parent/guardian and is not excused by the school. This is a serious offense and will result in disciplinary action being taken. Chronic truanies will be reported to legal authorities as prescribed by law. (Truancy = TR) (Unexcused = UA) If a student is unexcused or truant, he/she is not entitled to make up work missed during this absence. A zero (0) will be given for any missed work.

Any student whose absence is determined to be truant shall be subject to the penalties established by the laws of Montana in addition to the penalties herein. Excessive absences may result in loss of credit, loss of educational opportunity, and loss of campus privileges,

and students may be required to attend Detention. Once a student is at school, he/she cannot leave without parental permission verified by the attendance secretary or principal. If a student who is in attendance at school leaves without permission, this is defined as skipping school and will be considered truant.

Student absences that are not excused or waived within 48 hours will be considered truancy.

Extra-Curricular Pre-Arranged Absences

Students will make prior arrangements for planned absences and all work missed must be made up within the time specified by the individual teacher. It is suggested that work be made up in advance or that the teacher allows the student one day of make-up time for each day missed. Students are responsible for having their teacher complete the Pre-arranged Absence Form. When students are absent due to participating in school-related activities, a Pre-arranged Absence Form may be required by the school administration. The sponsor or coach of the activity will provide the office and each teacher with a list detailing the duration of the absence and the names of students attending the activity. This list should be distributed at least 48 hours in advance of the first day of absence. Teachers who have concerns regarding students on the list must communicate them to the sponsor or coach at the earliest time before the absence.

Special Circumstance Absences

Students who participate in sports or activities that are not sponsored by Gallatin Gateway School will be allowed to miss school to participate in these activities under the following conditions:

1. Parent and student must receive prior approval from the principal to miss school days for the extra-curricular activity in question.
2. Students must remain eligible under the GGS rules for eligibility.
3. Students shall obtain from the principal an activity absence form that they will take to their teachers. Teachers will list all assignments and students are required to complete all work.
4. Coaches/Sponsors will communicate with the principal before student attendance.
5. If a student is not academically eligible the absence will be coded as an excused absence.

Make-Up Work

Teachers will provide make-up work for any student having an excused absence and will allow full credit for missed work. Students will be allowed to make up work at the rate of one day for each day absent plus one additional day. (# of days absent + 1 day = # of make-up days) Students receiving an incomplete grade at the end of any grading period will have two weeks to complete all unfinished work. Teachers are responsible for monitoring the incomplete grade. If a student is unexcused or truant, he/she is not entitled to make up work missed during this absence. A zero (0) will be given for any missed work.

Tardy Policy

Students are expected to be in class on time. If students arrive later than 10 minutes into the class period they will be counted absent. A “tardy” to class is defined as a student not being within the threshold of the doorway when the tardy bell starts ringing. All tardies will be recorded on the report card. Excessive tardies are defined as three or more within a grading period (semester). The expectation is that students will get to class on time. This allows for less disruption in the educational process as well as student safety in the hallways. The bell schedule allows for a two-minute passing period between classes. Students can avoid tardiness by organizing their books, notebooks, locker visits, etc., in the way that best accommodates their class schedule.

The K-2 Grade policy for addressing tardiness will be to have a conference with parents. The staff at Gallatin Gateway School makes a firm commitment to begin active learning after arrival at 8:00 am; therefore, it is requested that students arrive on time so they do not miss valuable morning routines and instructional time.

The 3-8th Grade policy for consequences is:

- First offense: Warning
- Second offense: Warning
- Third-Seven offense: Whole Lunch Detention
- Subsequent offenses: After School Detention

At the beginning of each quarter, the tardy policy will start over with students being issued a warning, then assigned detentions, and finally assigned to After School Detention for each subsequent tardy.

Parental Custodial Arrangements

The school Superintendent should be made aware of all parental custodial rights concerning students, and it is recommended that a copy of a court-approved parenting plan be on file at the school.

Student Enrollment/Withdrawal

Students enrolling or withdrawing after the start of school must complete a check-in/out with the school’s administrative assistant. Please call the main office to get assistance with both enrollment and withdrawals.

Admission of Out-Of-District Students

Gallatin Gateway School recognizes that the educational needs of resident students require an orderly education process, free from disruptive influences, overcrowding, and violence. The admission of out-of-district students will be made on the following criteria:

- The student must be in good standing with the most recently attended school in

terms of academics, attendance, and conduct. The student must demonstrate a clean behavior record, lack of truancy, have passing grades, and present no educationally related detriment to the students of Gallatin Gateway School.

- Gallatin Gateway School has the option of admitting out-of-district students who do not meet all of the above criteria if the student and parents agree to special conditions of admittance.
- The Board will not admit any student who is expelled from another school district.
- The district will not accept out-of-district students who would cause the district to exceed the class size standards under Montana Law.

Types of Records Permanent Records

Permanent records are confidential and required by all schools. Parents have access to them under Access Rights. They are kept current and accurate in a fireproof file in a vault in the school building. They include:

1. Name and address of student
2. Name and address of parent(s) or guardian
3. Date of Birth (Birth Certificate)
4. Academic work completed
5. Level of Achievement (e.g., grades, standardized test scores, grade level completed)
6. Immunization record
7. Attendance Data

Cumulative Records

Cumulative records are confidential and also available to parents under Access Rights. They are periodically reviewed and kept in locked storage. They include:

1. Access Log
2. Health Records
3. Standardized test results (e.g., intelligence, aptitude, state, etc.)
4. Verified information of clear relevance to the student's education
5. Information about the release of this record
6. Parent authorization or prohibitions

Parents and Students Rights to Records

The District maintains the two types of records mentioned above. The Family Educational Rights and Privacy Act (FERPA) allows certain rights

- The right to request the amendment of the student's education record that the parent(s)/guardian(s) believe is inaccurate, misleading, irrelevant, or improper.

- The right to permit disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA or state law authorizes disclosure without consent.
- The right to a copy of any school student record proposed to be destroyed or deleted.
- The right to prohibit the release of directory information concerning the parent’s/guardian’s child.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

Directory Information

Regarding student records, federal law requires that ‘directory information’ on your child may be released by the District to anyone who requests it unless you object to the release of any or all of this information. Directory information ordinarily includes:

1. Student’s name
2. Student’s address
3. Telephone number
4. Electronic mail address
5. Date of birth
6. Participation in officially recognized activities and sports
7. Photographs, videos
8. Dates of attendance
9. Grade Level
10. Honors and awards received in school

Gallatin Gateway School ONLY releases the following Directory Information to school-related organizations, news outlets, other parents, and photographers (for school-related photos):

- Student’s name
- Participation in officially recognized activities and sports
- Photographs, videos
- Grade Level
- Honors and awards received in school

If there is an external request for any other Directory Information of a student, the school will contact the parent for specific permission.

Safety

Air Quality

Policy 8130 The Gallatin Gateway School District will use the Bozeman geographical spot on the todaysair.mt.gov website to determine the air quality for our school district.

The following personnel will decide to hold or cancel outdoor activities, practices, or contests:

- | | |
|---|----------------|
| a. Recess (all levels) | Superintendent |
| b. Junior High practices (all levels) | Superintendent |
| c. Junior High contests (all levels) | Superintendent |
| d. All outdoor activities, (all levels) | Superintendent |

The decision to hold or cancel outdoor activities will be made one hour in advance of the activity.

The notice to hold or cancel an outdoor activity will be communicated to:

- a. Students through staff
- b. The staff through email
- c. Coaches through email
- d. Parents through email
- e. Community through email

Students with health plan guidelines, for respiratory issues, will be followed.

Student Supervision

Students will be supervised while attending school. Before school, students will go outside (7:40 am or to the cafeteria (7:30 am for breakfast. Please do not drop your child off for school before 7:30 am. Staff will not be on duty for supervision. After school, students will be supervised in the Learning Lab until 3:50 pm or may attend the Later Gators After School Program. Any students not picked up by parents from the Learning Lab by 3:50 pm will be sent to Later Gators at the parents' expense.

Closed Campus Policy

Students are not permitted to leave the school grounds without adult supervision during school hours.

Disaster Procedures

Emergency drills will occur regularly as required by state law. Teachers will instruct and practice appropriate procedures for drills throughout the school year and post-exit maps near each exit door. In the event of a disaster, Gallatin Gateway School will implement procedures to safeguard students. The Emergency Preparedness Manual is available on the school website:

Bicycles/Motorized Vehicles/Skateboards

Riding bicycles to school is permitted if the bicycles are walked across the sidewalk, parked immediately, and placed properly in the bike rack, when the student arrives at school. Provisions should be made for locking the bicycle. We encourage students to wear helmets when riding bikes and skateboards. Riding bicycles and skateboards on the school grounds is not permitted. Motorized vehicles are prohibited on the school grounds.

Crosswalk

Students who walk to school or are dropped off or picked up on the north side of Mill Street must use the crosswalk to cross. Crosswalk assistance is provided to students from 7:45-8:00 am and 3:23-3:33 pm each day school is in session.

School Food Program

Breakfast is served at 7:30 am every morning and snacks for K-5 are served at 2:00 pm. Lunch is served at 11:20 am for grades K-2, 11:00 am for grades 3-5, and at 11:46 am for grades 6-8. All students, parents, staff, and community members are encouraged to eat school lunch every day! To optimize the student's learning capability, all students are required to have lunch every day. This can be either the hot lunch served at school or a cold lunch from home. Microwave and kettle use is available for students in grades 5-8.

Gallatin Gateway School offers qualifying families a free lunch program and also a reduced lunch program. These forms are available throughout the year at the office and online. These forms are confidential and every family is encouraged to apply, even if they think they may not qualify. Also, if during the year a family has financial hardships, we encourage them to stop by the office and complete the form. Free and reduced lunch can be used all year, or month-to-month depending on family needs. Many grants the school applies for are awarded to schools based on the number of families that qualify for the free/reduced program. Please, remember that families who qualify do not necessarily need to participate in the program for the school to earn credit toward the grant. This program ensures a balanced meal for every student, every day. Please participate!

Student breakfast and lunch accounts are prepaid. Please, have students bring their lunch money to the office for it to be credited to their account. You may also prepay for your student's breakfast and lunch account through our online pay system. Student and Adult breakfast and lunch prices are available on the School Website.

Afterschool Snack Cart

Serving healthy snacks to children is important to providing good nutrition, supporting lifelong healthy eating habits, and helping to prevent costly and potentially disabling diseases, such as heart disease, cancer, diabetes, high blood pressure, and obesity. Gallatin Gateway School offers a variety of afterschool snacks such as fruit, milk, granola bars, vegetables, sandwiches, and string cheese for our students and parents to purchase after school. The afterschool snack cart is open Monday-Thursday from 3:23-3:33 pm and is CASH only. The cart proceeds to assist in the fundraising for the 8th grade DC trip.

Birthday/Miscellaneous Celebration Treats and Snacks from Home

If your child would like to bring a birthday or celebration treat from home for the class, please bring a healthy snack/treat for students. A list of Smart Snacks is available on this website and is recommended by the Governing Board's Wellness Committee: [A Guide to Smart Snacks in School \(azureedge.us\)](#). The Wellness Committee recommends 80% of the snacks provided for celebrations be low in sugar. If you have questions about allowable snacks and treats, please contact your child's teacher.

School Bus

The following information for parents and passengers states the rules and regulations for riding the school buses to ensure a safe and pleasant experience for the students. Students choosing not to follow the bus rules may be suspended from riding the bus or face other consequences. The bus driver will assign a seat to each student on the bus.

Bus Changes

Due to ensuring the safety of children on the school buses, students who are registered to ride the bus must ride the bus on which they are scheduled. Students whose parents wish them to ride the bus to any destination other than home must present a signed parent/guardian note to the bus driver. The note must be dated and signed by the parent. If there is an unforeseen emergency, the parent may call the office and give the school permission to provide the note instead of the parent-signed note.

Bus Safety

In addition to the following, all GGS Behavior and Discipline outlined in this handbook apply while waiting for, loading, riding, and leaving the bus. Students who become a serious disciplinary problem on the bus may have their riding privileges suspended.

Student Responsibilities Before Loading the Bus

- Be at the designated loading zone no less than five minutes before the scheduled stop.
- Stay off the road at all times while walking to and waiting for the bus.
- Wait until the bus is completely stopped before moving forward to enter.
- If you must cross a highway, cross at least ten feet in front of the bus.
- Enter the bus single file and immediately go to the assigned seat and be seated.

While on the Bus:

- The driver is completely in charge and must be obeyed.

- Observe all school rules.
- Remain seated while the bus is in motion.
- Keep head, hands, and arms inside the bus at all times.
- Do not litter on the bus, throw anything from the bus, or damage parts of the bus. Offenders will provide restitution.
- Keep books, packages, coats, backpacks, and all other objects out of the aisle.
- No animals are allowed on the bus unless permission is received from the bus driver in advance.
- Animals must be in a proper container.
- Any action, loud talking, or horseplay that might distract the driver is forbidden.
- In case of an emergency, students shall follow emergency evacuation procedures.
- No personal audio equipment, electronic games, or cell phones must be kept in the student's backpack and not used on the bus.
- No drinking or eating on the bus. Any food or drinks must be kept in the student's backpack.

Leaving the Bus:

- Do not get up to leave the bus until the bus has stopped.
- Cross the road, when necessary, at least ten feet in front of the bus.
- The driver is not to discharge students at places other than their regular stop or school unless the driver has proper authorization from parents.

Parent Responsibilities

- Helping your child be a responsible bus rider will help keep everyone safe. Help them to be on time for their bus, and to take the safest route to and from the bus stop.
- Help them learn all of the bus rules and explain the importance of following the driver's instructions.
- Get to know your child's bus driver and let the driver know of any problems or concerns you may have.
- Please inform the school, and/or your driver, of any changes to your student's normal routine. If your child will not be riding the bus for a given time, a note is greatly appreciated.
- Make plans for weather emergencies should school be dismissed early.
- Be sure the school has a home, work, and emergency phone number where the parent/guardian can be reached.

Bus Video

The Board authorizes the use of video cameras with sound on District school buses to ensure the health, welfare, and safety of all staff, students, and visitors on District school buses.

Notification of video and sound surveillance will be posted on the school bus. The District will

comply with all applicable state and federal laws related to record maintenance and retention. The District may choose to make video recordings a part of a student's educational record or a staff member's personnel record. The District will comply with all applicable state and federal laws related to record maintenance and retention.

Inclement Weather Conditions

Parents will be notified via email or text if the school will not be in session or if the buses are not operating. Buses will not operate when the temperature is -30 (30 below zero). Students and parents can listen to the radio reports concerning questionable weather. It is the parent's responsibility to bring their students to and from school if the buses aren't running unless school is closed.

School Bus Fees

Gallatin Gateway provides bus service to all students residing in the District. The state helps finance transportation only for those students who live farther than three miles from the school. Therefore, the district must assess a bus fee to families living within a three-mile radius of the school and to out-of-district families to help cover operational costs. This fee is \$15 per month for one student and \$20 per month for two or more students in a family. Fees must be paid by the first Friday of each month to ride the bus. No refunds will be made for days a student does not ride or when the bus cannot make its regular run.

Health

School Nurse

Gallatin Gateway School, through the generosity of First Presbyterian Church, has a Family Nurse Practitioner on staff at least two days a week.

- Athletic Physicals can be done through the school nurse
- Vision screenings are provided by the Gallatin Empire Lions Club.
- Speech and language screening is provided by referral.
- Hearing screening is provided for new students, referrals, and those in kindergarten, first grade, and special education.

Immunization Records

Interpretation of immunization records for school entry can be confusing. The following are some helpful guides along with a review of the Immunization Law Requirements for Montana Schools. Minimum Requirements for School Entry

VACCINE: Polio

DOSES: Three doses, but one more dose if the third was given before the fourth birthday
INFO: The primary series of oral polio vaccine (OPV) consists of three doses given six to eight weeks apart. The same dose requirements that apply to OPV are required if inactivated polio vaccine (IPV) or a combination of both OPV and IPV are used.

VACCINE: DT/DTaP/Td/Tdap

DOSES: Four doses, but one more if the fourth was given before the fourth birthday. INFO: A student enrolling in kindergarten through eighth grade needs at least four doses of the Diphtheria, Tetanus, and Pertussis (DTaP, DT, Td, or Tdap) vaccine given as any combination of DTaP, DT, Td, or Tdap. In addition, all students entering 7th grade must have a Tdap booster after turning 10 years old.

VACCINE: MMR

DOSES: Two doses, one dose on or before the student's first birthday and one more dose upon entry to kindergarten if not earlier. INFO: The date given must be on or before the first birthday, the second dose is required before school entry.

VACCINE: VARICELLA (CHICKENPOX)

DOSES: Two doses, one dose on or after the first birthday and one dose upon entry to kindergarten if not earlier. INFO: A student enrolling in kindergarten through eighth grade needs at least two doses of the Varicella vaccine. The first dose must be administered on or before the student's first birthday and the second dose is required before school entry.

If a child has not completed the minimum vaccination series required by Montana Law, a Conditional Attendance Form should be completed. If the student has received at least one or more doses of the required vaccine(s), he/she can conditionally attend until the next series is due. To remain, the student must continue to receive all remaining doses promptly. If the student fails to complete the immunization(s) within the period indicated, he/she must either qualify for and claim an exemption or be excluded immediately from school by the school Superintendent or that person's designee.

Medical Exemption for Required Immunizations

"When a parent, guardian, or adult who has the responsibility for the care and custody of a minor seeking to attend school, or the person seeking to attend school, if an adult, files with the governing authority a written statement signed by a physician licensed to practice medicine in any jurisdiction of the United States or Canada stating that the physical condition of the person seeking to attend a school or medical circumstances relating to him indicate that some or all of the required immunizations are not considered safe and indicating the

specific nature and probable duration of the medical condition or circumstances which contraindicate immunization, he is exempt from the requirements of this part to the extent indicated by the physician's statement. The statement must be maintained as part of the person's immunization records." MCA 20-5-405(2)

The law also allows for exemptions, if immunizations are contrary to the religious beliefs of the parent or guardian. A claim of exemption on religious grounds must be renewed each year on an affidavit. (Affidavit- Appendix)

Administering Medicines to Students

Any school employee authorized in writing by the school Superintendent:

- May assist in the self-administration of any drug which may lawfully be sold over the counter without a prescription to a student in compliance with the written instructions of a medical practitioner, if the student's parent or guardian consents in writing. The parents should complete the form on the district website to permit the administration of over-the-counter medications and return it to the school office.
- May assist in self-administration of a prescription drug to a student in compliance with the written instructions of a medical practitioner, if the student's parent or guardian consents in writing. No employee except a qualified health care professional may administer a drug or prescription drug to a student under this policy, except in an emergency. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

The Board will permit the administration of medication to students in schools. Under the written authorization of a physician or dentist, as well as the written authorization of a parent or guardian, the school nurse or personnel may administer medication to any student in the school or may delegate this task under Montana law. Parents must provide authorization from the student's physician and provide the medication to the school (over-the-counter or prescription).

Emergency Administration of Medication

In case of an anaphylactic reaction or the risk of such reaction, a school nurse or delegate may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function, according to the standing order of the chief medical advisor or the student's private physician.

In the absence of a school nurse, the Superintendent or designated staff member exempt from the nurse license requirement under 37-8-103(1)(c), MCA, who has completed training in the administration of medication, may give emergency medication to students orally or by injection. There must be on record a medically diagnosed allergic condition that would require prompt treatment to protect the student from serious harm or death.

Record of the medication administered in an emergency will be entered on an Individual Student Medication Records and filed in the student's cumulative health folder.

Self-Administration of Medication

Students who can self-administer specific medication may do so provided:

- A physician or dentist provides a written order for self-administration of said medication.
- There is written authorization for self-administration of medication from the student's parent or guardian.
- The appropriate staff are informed that the student is self-administering prescribed medication. Any school employee authorized in writing by the school Superintendent may assist with self-administration of medications provided that only the following acts are used:
 - Verbal suggestions, prompting, reminding, gesturing, or providing a written guide for self-administering medication.
 - Handing a pre-filled, labeled medication holder, labeled unit dose container, syringe, or original marked, labeled container from the pharmacy to the student.
 - Opening the lid of the above container for the student.
 - Guiding the hand of the student to self-administer the medication.
 - Holding and assisting the student in drinking fluid to assist in the swallowing of oral medications.
 - Assisting with the removal of medication from a container for students with a physical disability which prevents independence in the act.

Handling and Storage of Medications

All medications, including those approved for keeping by students for self-medication, must first be delivered by the parent or other responsible adult to the nurse or employee assisting with the self-administration of medication. The nurse or the employee must:

- Examine any new medication to ensure that it is properly labeled with dates, name of student, medication name, dosage, and physician name.
- If administration is necessary, the nurse must develop a medication administration plan for the student before any medication is given by school personnel.

- Record the Student's Individual Medication Record the date the medication is delivered and the amount of medication received.
- Store medication needing refrigeration at 36°F-46°F.
- Store prescribed medicinal preparations in a securely locked storage compartment.
- Controlled substances will be contained in a separate compartment, secured and locked at all times

No more than a forty-five-school day supply of medication for a student will be stored at the school. All medication, prescription, and non-prescription, will be stored in its original container.

Self-Administration of Asthma Inhalers and Epinephrine Pens

Students with allergies or asthma may be authorized by the building Superintendent or Superintendent, in consultation with medical personnel, to possess and self-administer emergency medication from an epinephrine pen (EpiPen) or asthma inhaler during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication from an epinephrine pen or asthma inhaler if the following conditions have been met.

- A written and signed authorization from the parents or guardians for self-administration of medication acknowledging that the school district or its employees are not liable for injury that results from the student self-administering the medication.
- The student must have the prior written approval of his/her primary health care provider. The written notice from the student's primary care provider must specify the name and purpose of the medication, the prescribed dosage, the frequency with which it may be administered, and the circumstances that may warrant its use.
- Documentation that the pupil has demonstrated to the health care practitioner and the school nurse, if available, the skill level necessary to use and administer an EpiPen or asthma inhaler.
- Documentation of a doctor-formulated written treatment plan for managing asthma or anaphylaxis episodes of the pupil and for medication use by the pupil during school hours. Authorization granted to a student to possess and self-administer medication from an EpiPen or asthma inhaler shall be valid for the current school year only and must be renewed annually. A student's authorization to possess and self-administer medication from an EpiPen or asthma inhaler may be limited or revoked by the building Superintendent or other administrative personnel. If provided by the parent or guardian, and by documentation provided by the pupil's doctor, backup medication must be kept at a pupil's school in a predetermined location or locations to which the

pupil has access in the event of asthma or anaphylaxis emergency.

Disposal of Medication

School personnel must either return to the parent or destroy any unused, discontinued, or obsolete medication. Medicine that is not repossessed by the parent or guardian within seven days of notification by school authorities will be destroyed by the Superintendent in the presence of a witness.

Emergency Treatment

The Board recognizes that schools are responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian. Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached. When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse, or a doctor. The designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student. If a child develops symptoms of illness while at school, the responsible school official shall do the following:

- Isolate the child immediately from other children in a room or area segregated for that purpose.
- Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- Report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day. If the parent cannot be reached and if, in the judgment of the person in charge, immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

A person with a valid First Aid card shall be present for all field trips, athletic and other off-campus trips.

Substance Abuse

To promote positive health, tobacco, alcohol, illegal drugs, or mind-altering substances will not be allowed in the school building, on the school grounds, or during school-sanctioned functions. The school playground and surrounding property are designated as a drug-free school zone.

Student Conduct

Character Strong

The goal of Character Strong is to teach students the importance of strengthening one's character to improve relationships, increase academic achievement, and overall improve the climate and culture of our school. This resource will provide students with a focus on social skills (cooperation, assertiveness, conflict resolution, executive functioning skills (cognitive flexibility, self-control, self-regulation, and emotional regulation skills confidence, persistence, and resilience) to provide our students with a more well-rounded character education. What we appreciated about this curriculum is that it does not influence family values or morals, but it teaches students strategies to effectively handle life's situations and challenges.

Guidelines for Student Success and Schoolwide Expectations

Character Strong supports our mission of growing successful students who focus on living the GATOR Way. The GATOR Way is the group of values we believe in and practice as Gators. It's an honor to be a Gator. Practicing our Gator values makes Gateway School a safe place to learn and make friends and to grow and belong—for all of us, including those new to Gateway School. Within the title, GATOR is an acronym whose letters stand for character traits highly valued by the Gateway community, traits which promote success not just in school, but in life itself. The acronym translates as follows:

- G = Generosity and kindness
- A = Academic effort and achievement
- T = Tolerance and teamwork
- O = Organization and self-discipline
- R = Respect and responsibility

Discipline Philosophy

A major goal of the staff at Gallatin Gateway School is to establish a safe, secure, and positive atmosphere throughout the school in which all children are allowed to learn and develop as individuals. The general rules of the school exist to prevent injury, protect the rights of students and staff members, and promote a positive learning atmosphere. The fundamental right of every teacher is the right to teach. The fundamental right of every student is the right to learn. Behavior that interferes with either of these rights is unnecessary and unacceptable.

Gallatin Gateway School Staff believes that children learn best when they feel themselves to be part of a safe, understanding, and secure community. Our staff commits itself to the development of a safe, interactive learning environment that promotes respect, responsibility, and community. Clearly defined expectations of student conduct, meaningful feedback,

celebration of successful behavior, and consistent implementation of behavioral guidelines highlight our program. Gallatin Gateway teachers are both compassionate and firm. Each teacher develops expectations, procedures, and rules with his/her class, which is sent home. These clearly stated plans teach Gallatin Gateway students to be responsible for their actions. Teachers will notify parents if a child's behavior becomes disruptive.

It is expected that students be respectful and cooperative with staff members, substitute teachers, volunteers, and other students. There is not a rule for every possible action that violates the rights of others. Any act that disrupts learning, is disrespectful or causes danger to people, or destruction of property and is against the rules. In all communications with students, but particularly in disciplinary situations, teachers and staff understand their role in respecting the dignity of students. Children need guidance and discipline as they develop; Gallatin Gateway Staff understands how we give this guidance is crucial. The Gallatin Gateway staff sets the tone through our actions and attitudes.

The GGS Discipline Matrix is available in the Appendix.

Classroom Discipline

Each classroom teacher uses a classroom management plan which is explained to the students. We focus on positive classroom expectations and reinforce those expectations through positive support and feedback. Classroom expectations are developed by our staff. Students are provided instruction on how to meet the expectations through processes and procedures in the school. Students who struggle with meeting classroom expectations are provided with consequences in the classroom. An office referral will take place when behavior in the classroom affects the other students and provides an unsafe learning environment.

Lunchroom Rules/Procedures

To ensure a pleasant lunchroom setting, the following rules must be followed:

- Sit in the assigned seat.
- Remain seated unless permitted to get seconds or clean up.
- Wait for permission to leave the lunchroom (minimum 20 minutes for eating).
- Speak in a soft voice.
- Students are not permitted to return to their classrooms or lockers to retrieve items once they have left their classroom for lunch.

Playground Rules

The following procedures and rules address the supervision of your child at play. Please

discuss these with your child. Students will be supervised on the playground at all times. Common sense is the first rule for determining whether activities are safe or not safe. If the playground supervisor determines that an activity/behavior is unsafe, it must be stopped.

Responsible Playground Behaviors

Students will:

- Show respect for other students and staff.
- Follow the directions of all school personnel.
- Cooperate and use good sportsmanship.
- Use all playground equipment safely and in the manner in which it was intended.
- Keep hands, feet, and objects to yourself.
- Stay in boundaries.
- Gather equipment when the bell rings and line up quickly.

Inappropriate Playground Behaviors

- Swearing, rudeness, name-calling, spitting, or defying authority
- Eating food or chewing gum
- Inappropriate or obscene gestures
- Fighting, horseplay, tackling, pushing, wrestling, or shoving another student
- Throwing snow, rocks, sticks, etc
- Sliding on ice or playing in the water
- Piggyback rides, chicken fights, or carrying another student
- Any activity that endangers another student
- Urinating/Defecating on the playground

General Playground Expectations

Students will:

- Leave toys at home (to prevent loss and damage) unless the classroom teacher gives permission.
- Be allowed to bring personal footballs, basketballs, soccer balls, jump ropes, books, and journals to use on the playground if they wish. Students are responsible for keeping track of all personal belongings they bring onto the playground. These items are not allowed in the classroom.
- Walk bikes between the bike racks and the road, on the sidewalk, and the playground. Bicyclists may not leave the playground until after the buses leave for the afternoon. Bicyclists must wear helmets for safety.
- Go home after school, unless their adult chaperone is present, or students are participating in supervised after-school activities
- Do Not use skateboards on school property during school hours.

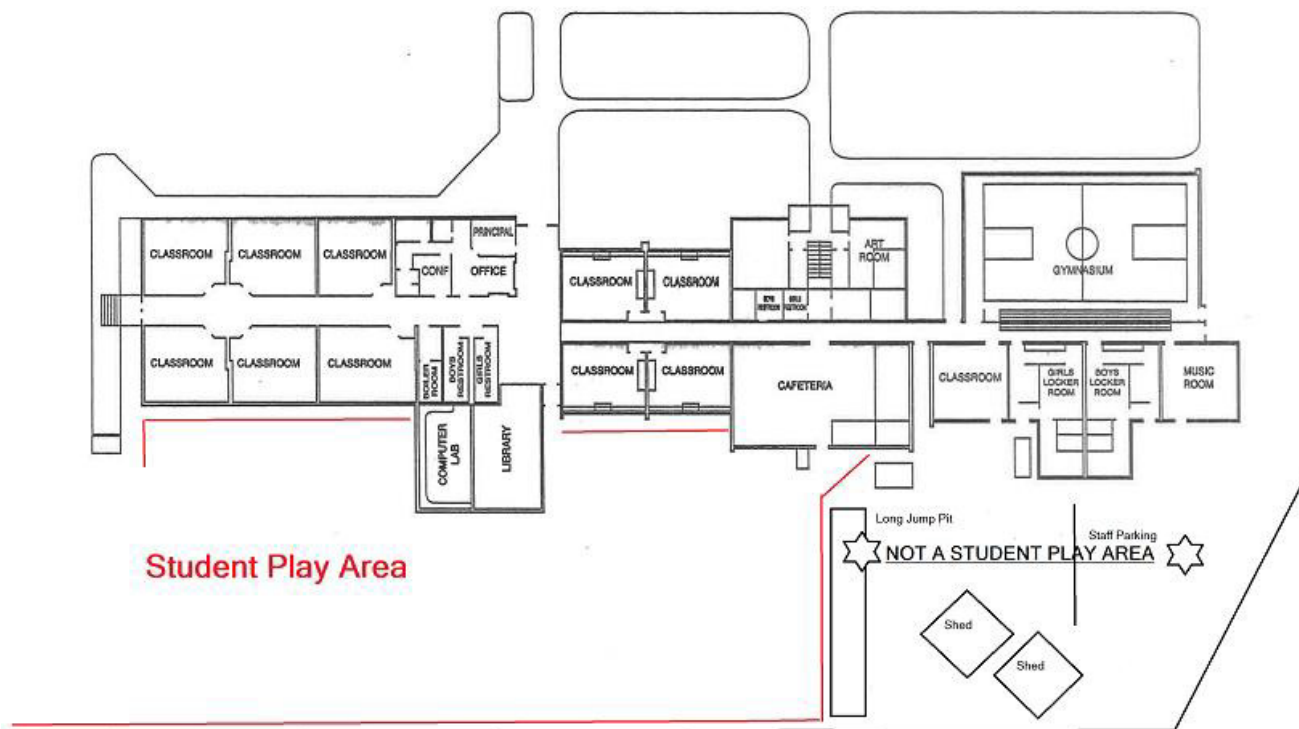
K-8 students will:

- Remain in playground boundaries during all recesses, unless given permission.
- Pass without loitering behind any sheds, buildings, or vehicles.
- Sit on the benches by the Memorial Garden, but will not be in the garden.
- Do Not climb on the fences, or the trees, or pull the tree branches.
- Ask permission to go inside to use the restrooms or to receive help for injuries.
- Enter through the designated entrance with the teacher.

Boundaries

Off-Limits Area

Outdoor areas outside the playground area are off-limits to students. The playground area is bordered by the log fence to the east, the fence to the south, the bus lane and fence to the west, and sidewalks to the north. Students may not play past the long jump pit on the east side of the building and should stay inside the track and the fenced areas. The red outlined area below indicates acceptable areas for the students to play. Playing close to the building in the bushes disrupts the class activities of in-session classrooms.



Basketball Courts

Students will:

- Play only one game per court, unless sharing a court and playing half-court games.
- Respect the equipment by not hanging on rims or nets.

Large Field Area

Students will:

- Play organized field games on the field.
- Alternate field games each recess if interest is shown for more than one sport.
- Allow everyone to play field games.

Playground

Students will:

- Dismount from all equipment safely and do not jump from equipment.
- Not tie clothing or ropes to equipment.
- Keep hands, feet, and legs to themselves when playing on equipment. Students will not have chicken fights or pull others while on equipment.
- Sit at picnic tables and not stand on benches or tables.
- No running or playing with sticks.

Swings

Students will:

- Swing in a sitting position, one person per swing. Students will not swing sideways, on stomachs, knees, or feet, do spiders or underdogs, twist, or jump out of swings.
- Not throw swings over the top.
- Not climb on support poles for swings.
- Not run between swings while other students are using the swing.

Slides

Students will:

- Go down the slide only.
- Climb up the stairs with one person in the slide shoot at a time.
- Wait until the slide is clear before sliding down.
- Slide down on their bottom, feet first.
- Leave the landing area promptly to clear the way for the next person.
- Not put objects such as snow, toys, dirt, wood chips, backpacks, etc. on the slide.

Horizontal Bars (Monkey Bars)

Students will:

- Keep their bodies below the bars.
- Cross the bars in the direction the first person chooses. All students will progress with their hands across the bars in one direction.

Soft Rubber Balls

Students will:

- Use soft rubber balls for throwing, catching, and playing four square.
- Throw the balls away from the building.

Soccer Balls

Students will:

- Use soccer balls for kicking and for soccer games.
- Kick soccer balls away from the building.

Footballs

Students will:

- Use footballs for kicking and for football games.
- Kick footballs away from the building

Snow Expectations

Students will:

- Always obey the supervisor on duty.
- Play in the snow without throwing, kicking, or dropping snow or ice chunks.
- Share, help build, but never destroy snow creation. Snow is community property.

Severe Playground Disruptions

Parents will be notified and may be asked to come to school immediately for the following behaviors:

- Fighting.
- Vandalism.
- Defiance of authority.
- Unacceptable language.

Chewing Gum

Gum chewing is prohibited at Gallatin Gateway School.

Prohibited Activities and Behavior

Bullying, Harassment, Peer-to-Peer Aggression

Everyone at Gallatin Gateway School is committed to making our school a safe and caring place for all students. We will treat each other with respect, and we will refuse to tolerate

bullying in any form at our school.

Respect and kindness are the cornerstones of all our interactions and behaviors. At Gallatin Gateway School, we recognize and confirm the dignity and worth of one another and strive never to diminish another by our conduct or our attitudes. To prepare students to live in a complex and ever-changing society, we, as educators and parents, have the responsibility to help our children acknowledge diversity and build unity by practicing hospitality, civility, and respect. Any physical, spoken, or written act of abuse, violence, harassment, intimidation, extortion, use of vulgarity, cursing, or making remarks of a personally insulting or destructive nature toward any other person for any reason, intentional or unintentional, will not be tolerated at Gallatin Gateway School.

Bullying is repeated, targeted, unwanted, aggressive, unfair, and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose. Bullying occurs when a more dominant individual exhibits aggressive behavior intended to and does, cause distress or create a hostile environment for a less dominant individual.

Gallatin Gateway School has predictable and escalating consequences for peer-to-peer aggression. Bullying is not tolerated at Gallatin Gateway School.

Gallatin Gateway faculty and staff do the following to prevent bullying and help children feel safe:

- Closely supervise in all areas of the school and playground.
- Take family concerns seriously about bullying.
- Watch for signs of bullying and stop it when it happens.
- Respond quickly and sensitively to bullying reports.
- Look into all reported bullying incidents.
- Assign consequences for increasing the severity of bullying.
- Provide immediate consequences for retaliation against students who report bullying.

Arson

Attempting to or lighting a fire on school property.

Assault

An attack or threat of physical abuse on another person.

Bomb Threat

Any threat of a bomb being placed in or around the school at any time.

Bullying, Harassment, and Creating a Hostile Environment

Actions or remarks directed toward a student, staff adult, or visiting instructors are designed to demean, embarrass, or humiliate including physical intimidation, sexual harassment, and threats.

Cyberbullying

Cyberbullying is, but is not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking, and other Internet communications, on school computers, networks, forums, and mailing lists, or other District-owned property, and using an individual's electronic media and equipment.

Deceit

An act of lying, cheating, forgery, or other form of deceit including using school resources for inappropriate purposes, i.e., internet privileges.

Distribution of Drugs or Alcohol

The selling or distribution of illicit drugs, alcohol, or other intoxicants.

Endangering Others

Willful disregard for the safety of others committing acts that endanger other students, teachers, or staff

(examples: physical assault, threats of physical violence, or actual physical altercations; acts that endanger other students pushing, kicking, hitting, spitting, etc.

False Fire/Emergency Alarm

Students set off emergency alarms when there is no emergency.

Fighting

A mutually joined physical altercation involving two or more students.

Harassment

- Denies or limits the provision of educational aid, benefits, services, or treatment, or makes such
- conduct a condition of a student's academic status.
- Has the purpose or effect of:
 - Substantially interfering with the student's educational environment.
 - Creating an intimidating, hostile, or offensive educational environment.
 - Depriving a student of educational aid, benefits, services, or treatment.
 - Submitting to or rejecting such unwelcome conduct is the basis for

academic decisions affecting a student.

If a student believes harassment has occurred, a teacher, counselor, Superintendent, or Title IX coordinator should be contacted, who will then assist the student in filing a complaint. If the supervisors or teachers fail to help report the incident or condone the incident, they may be subject to punishment themselves

Possession of Firearms

Possession, control, or transfer of a firearm or any object that can reasonably be considered, or looks similar to a firearm, including air-soft guns or pellet guns.

Possession or Use of Tobacco, Consumption of Drugs or Alcohol

Possession or use of any tobacco product, Drugs or Alcohol

Possession or Use of Water Balloons, Water Pistols, or Other “Prank” Devices

Possession of an item whose use disrupts or inconveniences the student, staff, or faculty.

Possession Weapons

Possession of articles that pose a potential threat to the physical safety of others.

Public Display of Affection/Inappropriate Touching

Inappropriate displays of affection are prohibited on school property.

Sexual Harassment

Sexual harassment of any kind is strictly prohibited. Sexual harassment includes, but is not limited to, an employee, District agent, or student making unwelcome advances, requesting sexual favors, and engaging in other verbal or physical conduct of a sexual or sex-based nature. Sexual harassment also includes unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person’s alleged sexual activities.

Theft

Act of stealing or attempting to steal.

Unacceptable Language

The use of profane, vulgar, or unacceptable language, symbols, or gestures; verbal abuse

Vandalism

Willful damage to or destruction of defacement of school property or personal property or

personal property of other students or adults.

Willful Disobedience/Disrespect

The conscious choice of a student to fail to act as instructed by a teacher, substitute, staff member, or the conscious choice on the student's part to be disrespectful.

Complaint or Grievance Procedures Uniform Complaint Procedure

Students, parents, employees, or community members may file a complaint by this grievance procedure if they believe that the Board, its employees, or agents have violated their rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy.

District officials will endeavor to respond to and resolve all complaints without the need to resort to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to a prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Filing a Complaint

The Complainant may file a complaint with the Superintendent. The Complainant must file the complaint within thirty (30) calendar days of the alleged violation of his or her rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy. If the complaint contains allegations against the Superintendent, the Complainant may ask for assistance from the Board Chair in identifying the appropriate manner in which to file a complaint. Any individual receiving a complaint may request the Complainant to provide a written statement regarding the nature of the complaint.

Investigation

Within 15 calendar days of the date the complaint was filed, the individual receiving the complaint will investigate the complaint or appoint a qualified person to investigate on his/her behalf. The complaint or identity of the Complainant will not be disclosed except (1) as required by law or this policy; (2) as necessary to fully investigate the complaint; or (3) as authorized by the Complainant. The Superintendent or investigator shall issue a written decision after the investigation. If the complaint contains allegations involving the Superintendent, the Board shall address the complaint in writing.

Decision and Appeal

Within 7 calendar days of receipt of the written decision, a District official shall notify the Complainant of the determination regarding the complaint. If the Complainant is not satisfied with the determination of the Superintendent, the matter may be appealed to the Board if the Complainant is alleging a violation of Board policy, or state or federal law. Within 30 calendar days, the Board shall meet to affirm, reverse, or amend the decision or direct the gathering of additional information. This meeting shall not be a de novo hearing resulting in a re-investigation of the matter, but a review of the written decision in the matter to determine if there is an error in the decision. Within 7 calendar days, the Complainant shall be informed of the Board's decision by mail. The Complainant may appeal the Board's decision to the Gallatin County Superintendent as provided by law.

Appendices

Discipline Matrix

<u>Gallatin Gateway School</u>		<u>Discipline Matrix</u>					
<u>*In all cases administrative discretion will be exercised</u>		Minor behaviors are listed in white	Major behaviors are shaded in gray	A referral form will be filled out for EACH OCCURRENCE for tracking purposes			
	<i>Behavior</i>	<i>Minor/Major Minor=Staff managed Major=admin. managed</i>	<i>1st Occurrence</i>	<i>2nd Occurrence</i>	<i>3rd Occurrence</i>	<i>4+ Occurrence</i>	
Arson	Major	Authorities are contacted/suspension &/or expulsion					
Assault	Major	Authorities are contacted/suspension &/or expulsion					
Bomb Threat	Major	Authorities are contacted/suspension &/or expulsion					
Bullying/Harassment/Creating Hostile Environment	Major	Meeting with student/parents and admin. Detention.	Detention. Formal behavior plan.				
Teasing	Minor	Conference with student, facilitated apology and make reparations. Parent contacted.	Conference with Student, facilitated apology and make reparations, parent contacted. Counselor referral.	Facilitated apology and make reparations. Conference with admin., parents and student.	Facilitated apology and make reparations. Meeting with parents and behavior plan created.		
Tardy	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan		
Cheating/Plagiarism	Minor/Major	Conference with Student, zero on the assignment, parent contacted.	Zero on the assignment, parent contacted, detention.	Behavior Plan			
Deceit	Minor/Major	Conference with student, facilitated apology and make reparations. Parent contacted.	Conference with Student, facilitated apology and make reparations, parent contacted. Counselor referral.	Facilitated apology and make reparations. Conference with admin., parents and student.	Facilitated apology and make reparations. Meeting with parents and behavior plan created.		
Defiance	Minor/Major	Conference with Student, Parent Contacted.	Fill out reflection sheet.	Detention	Behavior Plan		
Disrespect	Minor/Major	Conference with student, facilitated apology and make reparations. Parent contacted.	Conference with Student, facilitated apology and make reparations, parent contacted. Fill out reflection sheet. Counselor referral.	Facilitated apology and make reparations. Conference with admin., parents and student.	Facilitated apology and make reparations. Meeting with parents and behavior plan created.		
Disruptive Conduct	Minor/Major	Conference with Student, Parent Contacted	Fill out reflection sheet.	Detention	Conference with parent, Behavior Plan		
Distribution of Drugs or Alcohol	Major	Authorities are contacted/suspension &/or expulsion					
False Fire/Emergency Alarm	Major	Authorities are contacted/suspension &/or expulsion					
Gum Chewing in common areas	Minor/Major	Correction/conference with student.	Fill out reflection sheet.	Detention	Behavior Plan		
Harassment/Intimidation:sexual/ racial/gender/religion/disability/ ethnicity/physical characteristics	Major	Authorities are contacted/suspension &/or expulsion					
Physical Contact/Horse play	Minor/Major	Correction/conference with student.	Fill out reflection sheet.	Detention	Behavior Plan		
Inappropriate Dress	Minor/Major	Conference with student. Student will change clothes.	Student will change clothes. Fill out reflection sheet. Parent contact.	Student will change clothes. Detention.	Behavior Plan		

Inappropriate use of Cell Phone	Major	Meeting with student/parents and admin. Detention.	Detention. Formal behavior plan.		
Unauthorized use of cell phone	Minor/Major	Conference with student.	Fill out reflection sheet. Parent contact.	Parent conference. Detention.	Behavior Plan
Unauthorized use of wearable technology	Minor/Major	Correction/conference with student.	Fill out reflection sheet. Parent contact.	Parent conference. Detention.	Behavior Plan
Inappropriate Use of Technology/Internet	Major	Meeting with student/parents and admin. Detention.	Detention. Formal behavior plan.		
Physical Aggression/Fighting	Major	Meeting with student/parents and admin. Suspension.	Suspension. Formal behavior plan.		
Possession of Use of Tobacco	Major	Authorities are contacted/suspension &/or expulsion			
Possession of Weapons	Major	Authorities are contacted/suspension &/or expulsion			
Possession or Consumption of Drugs or Alcohol	Major	Authorities are contacted/suspension &/or expulsion			
Possession or Use of Water Balloons, Water Pistols, or other "prank" devices	Minor/Major	Correction/conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Possession or Consumption of Drugs or Alcohol	Major	Authorities are contacted/suspension &/or expulsion			
Property Damage/Misuse	Minor/Major	Conference with Student, Parent Contacted. Make reparations.	Make reparations. Conference with student and parents. Detention.	Detention. Behavior Plan	
Public Display of Affection/Inappropriate Touching	Minor/Major	Conference with Student, Parent Contacted.	Conference with student and parents. Detention.	Detention. Behavior Plan	
Theft	Major	Conference with Student and admin, parent contacted. Detention or Suspension. Possible contact of authorities.	Conference with student and parents. Detention or Suspension. Contact authorities.	Behavior Plan. Conference with student and parents. Detention or Suspension. Contact authorities.	
Threat of Violence to individuals	Major	Conference with Student and admin, parent contacted. Detention.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Threat to School	Major	Authorities are contacted/suspension &/or expulsion			
Truancy/Skipping/Leaving	Major	Conference with student and parents. Behavior plan.			
Unacceptable Language	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Vandalism	Major	Authorities are contacted/suspension &/or expulsion			
Vandalism	Minor/Major	Correction/conference with student. Make reparations.	Fill out reflection sheet. Make reparations.	Detention	Behavior Plan
Weapons	Major	Conference with Student and admin, parent contacted. Detention.			
Willful Disobedience/Disrespect	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Willful Disregard for Safety	Major	Conference with Student and admin, parent contacted. Detention.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Playground Rules					
Throwing rocks, snow, sticks, etc	Minor/Major	Conference with student. Time out.	Fill out reflection sheet.	Detention	Behavior Plan
Piggy back rides, chicken fights or carrying another student	Minor/Major	Conference with student. Time out.	Fill out reflection sheet.	Detention	Behavior Plan
Misuse of equipment	Minor/Major	Conference with student. Time out.	Fill out reflection sheet.	Detention	Behavior Plan

Fighting, pushing, tackling, wrestling or shoving another student	Major	Conference with Student and admin, parent contacted. Detention. Sent inside.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Any activity that endangers another student	Major	Conference with Student and admin, parent contacted. Detention. Sent inside.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Urinating on the playground	Major	Conference with Student and admin, parent contacted. Detention. Sent inside.	Conference with student and parents. Behavior plan.	Authorities are contacted/suspension &/or expulsion	
Lunchroom Rules					
Not sitting in assigned seat	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Does not remain seated	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Leaves lunchroom without permission	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Yelling, shouting	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Sharing food	Minor/Major	Conference with student.	Fill out reflection sheet.	Detention	Behavior Plan
Throwing food	Major	Meeting with student/parents and admin.	Formal behavior plan.		
Bus Rules					
Not remaining seated	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges
Littering or throwing things from the bus	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Eating or drinking on the bus	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Storing belongings in the aisle	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Not wearing seatbelt	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Tampering with bus or equipment	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.
Audio equipment or cell phone use	Minor/Major	Conference with student. Contact parent.	Detention	Behavior Plan	Loss of bus privileges.

Annual Notifications

Asbestos

The Asbestos Hazard Emergency Response Act of 1986 (AHERA) was enacted by Congress to determine the extent of and develop solutions for any problems schools may have with asbestos. Asbestos has been used as a building material for many years. Asbestos' properties made it an ideal building material for insulating, sound absorption, decorative plasters, fireproofing, and a variety of miscellaneous uses. The Environmental Protection Agency (EPA) began action to limit the use of asbestos products in 1973. Building facilities were then inspected by a certified inspector as required by AHERA. Gallatin Gateway Schools hired an inspector to locate, sample, and rate the condition and hazard of the asbestos in the school. The inspection and laboratory analysis were then turned over to a certified engineer who developed an asbestos management plan for Gateway School, which is on file in the school office.

Bullying/Harassment/Intimidation/Hazing

Policy 3226-R Bullying Harassment Policy notice

The Board will strive to provide a positive and productive learning and working environment. Bullying, harassment, intimidation, or hazing, by students, staff, or third parties, is strictly prohibited and shall not be tolerated.

Definitions

- “Third parties” include but are not limited to coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District control at inter-district and intra-District athletic competitions or other school events.
- “District” includes District facilities, District premises, and non-District property if the student or employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where students are under the control of the District or where the employee is engaged in District business.
- “Hazing” includes but is not limited to any act that recklessly or intentionally endangers the mental or physical health or safety of a student for initiation or as a condition or precondition of attaining membership in or affiliation with any District-sponsored activity or grade-level attainment, including but not limited to forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed, or other such activities intended to degrade or humiliate.
- “Bullying” means any harassment, intimidation, hazing, or threatening, insulting, or demeaning gesture or physical contact, including any intentional written, verbal, or electronic communication (“cyberbullying”) or threat directed against a student that is persistent, severe, or repeated, and that substantially interferes with a student’s educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, at any official school bus stop, or anywhere conduct may reasonably be considered to be a threat or an attempted intimidation

of a student or staff member or an interference with school purposes or an educational function, and that has the effect of:

- Physically harming a student or damaging a student's property;
- Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
- Creating a hostile educational environment, or;
- Substantially and materially disrupts the orderly operation of a school.
- "Electronic communication device" means any mode of electronic communication, including
- but not limited to computers, cell phones, PDAs, or
the internet.

Reporting

All complaints about behavior that may violate this policy shall be promptly investigated. Any student, employee, or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of hazing, harassment, intimidation, or bullying in violation of this policy is encouraged to immediately report his/her concerns to the building principal or the District Administrator, who have overall responsibility for such investigations. A student may also report concerns to a teacher or counselor, who will be responsible for notifying the appropriate District official. Complaints against the building principal shall be filed with the Superintendent.

Complaints against the Superintendent of District Administrator shall be filed with the Board. The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

Exhaustion of administrative remedies

A person alleging violation of any form of harassment, intimidation, hazing, or threatening, insulting, or demeaning gesture or physical contact, including any intentional written, verbal, or electronic communication, as stated above, may seek redress under any available law, either civil or criminal, after exhausting all administrative remedies.

Responsibilities

The District Administrator shall be responsible for ensuring notice of this policy is provided to students, staff, and third parties and for the development of administrative regulations, including reporting and investigative procedures, as needed.

When an employee has actual knowledge that behavior in violation of this policy is sexual harassment, the employee must contact the Title IX Coordinator. The Title IX sexual harassment grievance process will be followed, if applicable, before imposing any discipline that cannot be imposed without resolution of the Title IX process.

Consequences

Students whose behavior is found to violate this policy will be subject to discipline up to and including expulsion. Staff whose behavior is found to violate this policy will be subject to discipline up to and including dismissal. Third parties whose behavior is found to violate this policy shall be subject to appropriate sanctions as determined and imposed by the District Administrator or the Board. Individuals may also be referred to law enforcement officials.

Retaliation and Reprisal

Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of Board policy, whether or not a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Ferpa

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights concerning the student’s education records. They are:

- a. The right to inspect and review the student’s education records within 45 days of the day the district receives an access request. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected
- b. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.
 - i. Parents or eligible students may ask *Gallatin Gateway School* to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify

- why it is inaccurate or misleading.
- ii. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- c. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
- d. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- e. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.
- f. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.]
- g. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

Human Sexuality Notification

Policy 2335F1 - Human Sexuality Instruction Annual Notice

Dear Parent/Guardian,

The Gallatin Gateway School District is providing a notice that is required under the provisions of Senate Bill 99, which the 2021 Legislature passed, and Governor Gianforte signed into law. The operative section of law governing this notice is Section 20-7-120, MCA, which provides as follows:

20-7-120. Excused absences from curriculum requirements -- notice -- prohibited activities.

(1) A parent, guardian, or other person who is responsible for the care of a child may refuse to allow the child to attend or withdraw the child from a course of instruction, a class period, an assembly, an organized school function, or instruction provided by the district through its staff or guests invited at the request of the district regarding human sexuality instruction. The withdrawal or refusal to attend is an excused absence pursuant to 20-5-103.

(2) Any school implementing or maintaining a curriculum, providing materials, or holding an event or assembly at which the district provides human sexuality instruction, whether introduced by school educators, administrators, or officials or by guests invited at the request of the school, shall adopt a policy ensuring parental or guardian notification no less than 48 hours before holding an event or assembly or introducing materials for instructional use.

(3) A school district shall annually notify the parent or guardian of each student scheduled to be enrolled in human sexuality instruction in the district or school in advance of the instruction of:

(a) the basic content of the district's or school's human sexuality instruction intended to be taught to the student; and

(b) the parent's or guardian's right to withdraw the student from the district's or school's human sexuality instruction.

(4) A school district shall make all curriculum materials used in the district's or school's human sexuality instruction available for public inspection before the use of the materials in actual instruction.

(5) A school district or its personnel or agents may not permit a person, entity, or any affiliate or agent of the person or entity to offer, sponsor, or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students or personnel if the person, entity, or any affiliate or agent of the person or entity is a provider of abortion services.

(6) For purposes of this section, "human sexuality instruction" means teaching or otherwise providing information about human sexuality, including intimate relationships, human sexual anatomy, sexual reproduction, sexually transmitted infections, sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive rights and responsibilities.

This notice is being provided comprehensively and in advance of the school year, also well in advance of the minimum notice of 48 hours before instruction to ensure full transparency and to provide a parent/guardian the right to opt their child out of "human sexuality instruction" as defined in (6) of the law above.

Courses and Related Activities Where the Topic of Human Sexuality Instruction Could Arise:

The district has four categories of activities that involve human sexuality instruction as defined in the law.

1. **Health Enhancement Curriculum:** The first category consists of designated courses involving human sexuality instruction that are part of our health curriculum. Although none of these courses are exclusively devoted to human sexuality instruction, the topic of human sexuality does arise in the typical course delivery at various times.

2. **Other Courses:** The second category consists of other courses where topics related to

or involving human sexuality instruction arise incidentally through addressing topics germane to the course and consistent with accreditation standards. These courses include but are not limited to science and literature.

3. **Other Services Provided by Designated Staff:** The third category consists of student-initiated inquiries of school district staff that, to address, may involve human sexuality as defined in law. Typical staff involved in these interactions include but are not limited to librarians, counselors, and school nurses. Inquiries will be addressed on an age-appropriate basis using the professional judgment of licensed, certified, or otherwise authorized school personnel.

4. **Special Events and Student Assemblies:** The fourth category consists of special events and student assemblies periodically scheduled that touch on topics of student health and which may involve incidental mention of topics related to human sexuality instruction as defined in the law.

Notice of Your Rights:

As a parent/guardian of a student, you have the right to refuse to allow your child to attend or withdraw your child from a course of instruction, a class period, an assembly, an organized school function, or instruction provided by the district through its staff or guests invited at the request of the district regarding human sexuality instruction. The withdrawal or refusal to attend is an excused absence pursuant to Section 20-5-103, MCA. You can opt your child out of human sexuality instruction by providing the school district written notice by completing, signing, and submitting the attached form.

Access to Materials:

1. Parents may view the curriculum materials at the school office.
2. Upon request, teachers will provide parents with access to questionable materials.

McKinney Vento Homeless Information

The Education for Homeless Children and Youths (EHCY) program, authorized under the McKinney Vento Homeless Assistance Act (McKinney-Vento Act), is designed to address the needs of homeless children and youths and ensure educational rights and protections for these children and youths. Every Student Succeeds Act (ESSA) amended the McKinney-Vento Act, and changes made by the ESSA will take effect on October 1, 2016.

Under the McKinney-Vento Act, the term “homeless children and youths” means individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youths: who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; who are living in cars, parks, public spaces, abandoned buildings, substandard

housing, bus or train stations, or similar settings; and who are migratory children who live in one of the above circumstances.

The McKinney-Vento Act also requires that: o homeless students who move have the right to remain in their schools of origin (i.e., the school the student attended when permanently housed or in which the student was last enrolled, which includes preschools) if that is in the student's best interest; o if it is in the student's best interest to change schools, homeless students must be immediately enrolled in a new school, even if they do not have the records normally required for enrollment; o transportation must be provided to or from a student's school of origin, at the request of a parent, guardian, or, in the case of an unaccompanied youth, the local liaison; o homeless students must have access to all programs and services for which they are eligible, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning, and before and after-school care; o unaccompanied youths must be accorded specific protections, including immediate enrollment in school without proof of guardianship; and o parents, guardians, and unaccompanied youths have the right to dispute an eligibility, school selection, or enrollment decision.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Title II

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Title II, prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Section 504/Title II defines a person with a disability as anyone who:

1. Has a mental or physical impairment that substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. Has a record of such an impairment; or
3. Is regarded as having such impairment.

In order to fulfill its obligation under Section 504/Title II, the Gallatin Gateway School District No. 35 recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any programs and practices in the school system.

The school district has specific responsibilities under Section 504/Title II which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504/Title II, afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he or she has a right to a hearing with an impartial hearing officer.

If there are any questions, please feel free to contact Missy Schultz, Counselor, Section 504/Title III Coordinator for the district at 406-763-4886.

Title I Compact

School-Parent Compact

Dear Parent or Guardian:

We value what you do to help your child succeed in school. One part of our school's parent and family engagement policy is this school-parent compact. This compact is developed jointly with parents and identifies ways you and school staff can share the responsibility for supporting your child's learning.

School's Responsibility:

- We will provide high-quality curriculum and instruction in a supportive and effective learning environment
- We will provide you with assistance in understanding academic achievement standards and tests, how to track your child's progress, and how to establish a successful homework setting and routine
- We will provide opportunities for regular communication between you and teachers through: parent-teacher conferences, frequent reports about your child's progress, opportunities to talk with staff, volunteer in class, and observe classroom activities, ensuring regular communication between family members and school staff to the extent possible, in a language that family members can understand

Parent's Responsibility:

- Encourage your child to attend school regularly
- Encourage your child to use positive school behavior
- Set regular times for homework and support effort, completion, and correctness
- Set limits on the amount of time your child spends in front of a screen such as a television, smartphone, or computer and encourage positive use of your child's additional time
- Volunteer in your child's school and classroom if time or schedule permits
- Attend parent-teacher conferences and when it is appropriate, participate in decisions about the education of your child.

Please review this School-Parent Compact with your child. This School-Parent Compact may be discussed with you during a parent-teacher conference as it relates to your child's progress in school.

Thank you for your support and involvement in your child's education. Please contact the person listed below for more information:

Name: Amanda McClish

Title: Title I Coordinator

Telephone Number: 406-763-4415 Email Address:

mcclish@gallatingatewayschool.com

Title IX of the Education Amendments of 1972

[Title IX of the Education Amendments of 1972](#) (Title IX) prohibits sex (including pregnancy, sexual orientation, and gender identity) discrimination in any education program or activity receiving federal financial assistance.

School Supply Lists

2023-2024 Gallatin Gateway School ***ALL STUDENTS NEED ONE BACKPACK:**

No wheels or large inter-frames on backpacks due to limited storage space.

Clearly label all clothing items.

Kindergarten, First, & Second Grade Supplies:

2 Boxes of 24 Crayons
2 Boxes of 10 broad-tip washable markers (classic colors)
2 Boxes of 10 fine-tip washable markers (classic colors)
2 Boxes of 12 sharpened colored pencils (classic colors)
24 Sharpened #2 Pencils (yellow only - good quality)
2 Pink erasers
16 Glue Sticks Kinder (regular - no scented)
8 Glue Sticks 1st Grade
16 Fine-tip dry erase markers
1 Hard-sided pencil box (5"x8")
2 Pocket folders (pockets at bottom)
1 Pair of headphones or earbuds, labeled with the name
1 box of gallon-sized zip lock bags - boys
1 box snack sized zip lock bags – girls

2 Boxes of Kleenex
2 Containers of disinfecting wipes
1 Water bottle (16oz or less)
1 Paint shirt (old adult size t-shirt works best)
1 Pair of non-marking shoes **to stay at school** for PE and wearing inside
1 change of clothes
\$50 Fresh Fruits/Vegetable Snack (\$25 Fall/\$25 Spring)
Swim trunks for boys or one-piece swimsuit for girls for Spring swimming lessons
3 Spiral notebooks (1 subject- wide ruled **(*Second Grade Only)**)
1 Pencil Sharpener that catches shavings **(*Second Grade Only)**
1 Optional Locker organizer **(*Second Grade Only)**
1 Bottle of Elmer's liquid glue (washable white) **(*Second Grade Only)**
1 3-ring hardcover binder with pockets (1-inch only) **(*Second Grade Only)**

Third, Fourth, & Fifth Grade Supplies:

- 1 Container of disinfecting wipes
- 2 Boxes of Kleenex
- 1 Box of broad tip markers (10 count, washable)
- 1 Box of fine tip markers (10 count, washable)
- 6 Highlighters (2 of each, yellow, green, and pink)
- 4 Dry-erase markers (fine tip, black)
- 3 Glue Sticks
- 1 Box of Colored Pencils (24 count)
- 24 Sharpened pencils (#2 lead)
- 2 Pink erasers
- 1 small pack of cap erasers
- 5 Pocket folders (pockets at the bottom)
- 2 ½" Binders
- 2 Packs of sticky notes (3x3 400 sheets)
- 1 2" carabiner for locker
- 5 single subject notebooks
- 1 No-spill water bottle
- 1 Pair of non-marking PE shoes
- 1 Pair of headphones w/ microphone, labeled with name
- 1 Recorder (fourth only)

Sixth, Seventh, & Eighth Grade Supplies:

Homeroom

- 24 Sharpened pencils
- 1 Box of colored pencils (12 count)
- 1 pencil box or pouch (5"x8" or larger)
- 3 Highlighters (pink, green, yellow)
- 3 Three-ring binders with pockets (1"-2")
- 6 Pens- blue or black
- 1 College-ruled loose-leaf paper - (100-150 count)
- 2 Sharpies- black
- 1 Scissor- adult size
- 1 Water bottle

- 4 1-Subject notebooks (one for each class)
- 1 Pair of headphones/earbuds labeled with name
- 1 Container of disinfecting wipes
- 1 box of Kleenex
- 2 2" carabiners for locker

Math

- 4 ¼ inch graph paper notebook
- 1 Standard/metric ruler
- 1 Calculator (Must have the square root function √)
- 1 Compass
- 1 Adjustable protractor

PE

- 1 Pair of non-marking athletic shoes
(Students may not wear shoes that have been worn outside to the gym)

ART

- 1 Two-pocket Folder
- 1 Sketchbook 8"x11"
- 1 Set drawing pencil

TITLE IX PROCEDURE MANUAL

Gallatin Gateway School District



PARENTAL ADVISORY: Due to the explicit nature of the definitions of sexual harassment in Title IX, content may be inappropriate for viewing by younger students.

**Gallatin Gateway School District
SEXUAL HARASSMENT PROCEDURES MANUAL**

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I. THE POLICY

In accordance with Title IX of the Education Amendments Act of 1972, the Gallatin Gateway School District prohibits sex discrimination, including sexual harassment, against any individual participating in any education program or activity of the District. This prohibition on discrimination applies to students, employees, and applicants for employment. The Board authorizes the Superintendent to adopt procedures for any individual to report sex discrimination or sexual harassment, and for the investigation and resolution of such complaints.

Any individual with questions about the District's Title IX policy and procedures, or who would like to make a report or file a formal complaint of sex discrimination or sexual harassment may contact the District's designated Title IX Coordinator, Brittney Bateman, Gallatin Gateway School District, 100 Mill Street, Gallatin Gateway, MT, 59730, district-clerk@gallatingatewayschool.com or 406.763.4415.

The District will utilize this Policy and Procedure to respond to all claims of sex discrimination or sexual harassment as defined in Section II of this policy. If the District determines that a report or complaint does not allege conduct within the scope of Title IX, it may still proceed to investigate or respond to that report or complaint under any other applicable District policy or procedure.

II. DEFINITIONS

- A. **Sexual harassment** means unwelcome behavior or conduct (physical, verbal, written, electronic) that is directed at someone because of that person's sex or gender, and that meets any of the following definitions:
1. **“Quid Pro Quo” Harassment.** A District employee explicitly or implicitly conditions the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct; **OR**
 2. **Hostile Educational/Work Environment.** Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; **OR**
 3. **Sexual assault.** An offense that meets the definition any one of the following offenses:
 - o Rape: the penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person without consent of the victim;
 - o Fondling: the touching of the private body parts of another person for the purpose of sexual gratification without consent of the victim;

- Incest: sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; or
- Statutory rape: sexual intercourse with a person who is under the statutory age of consent; **OR**

4. Stalking:

- Purposefully engaging in a course of conduct directed at a specific person ("target") that would cause a reasonable person to fear bodily injury to, or the death of, the target or a member of the target's immediate family;
- when the person ("stalker") knows or should know that the target will be placed in reasonable fear of bodily injury to, or the death of, the target or a member of the target's immediate family by the course of conduct; and the stalker's course of conduct induces fear in the target of bodily injury to, or the death of, the target or a member of the target's immediate family; **OR**

5. Dating Violence:

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of:

- The length of the relationship.
 - The type of relationship.
 - The frequency of interaction between the persons involved in the relationship;
- OR**

6. Domestic Violence: any felony or misdemeanor crime of violence committed:

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabiting with, or has cohabited with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Iowa; or
- By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Iowa.

B. Consent means knowing and voluntary agreement to engage in conduct or an activity with another individual. Silence or an absence of resistance does not imply consent. Past consent to engage in conduct or an activity does not imply future consent; consent can be revoked at any time. An individual who is incapacitated (e.g., when a person is asleep, unconsciousness, under the influence of drugs or alcohol, or disability) cannot give consent. Coercion, force, or the threat of either invalidates consent. Under no circumstances can a student give consent to engage in any sexual conduct or activity with an employee of the District.

C. Complainant means any person who alleges that they have been subjected to sexual harassment as defined by this Policy. At the time of filing a formal complaint, a

complainant must be participating in or attempting to participate in the District's education program or activity.

- D. **Respondent** means any person who has been reported to be the perpetrator of conduct that could constitute sexual harassment under this Policy, and over whom the District is able to exercise substantial control.

III. POLICY SCOPE

This Policy applies to all persons participating in the District's education program or activity, including students and employees and applicants for employment. Under Title IX, the District has jurisdiction over locations, events or circumstances over which it substantially controls the Respondent and the context in which the harassment occurs. The District's jurisdiction is limited to conduct against a person that occurs in the United States.

Any person may make a report of sexual harassment to the District's Title IX Coordinator.

IV. CONFIDENTIALITY

The District is committed to creating an environment that encourages individuals to come forward if they have experienced or witnessed sexual harassment. However, the District cannot promise absolute confidentiality to any party. District employees cannot promise confidentiality to any student who reports possible sexual harassment to them.

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination or sexual harassment, or has been identified as the perpetrator or respondent to any such report or complaint, or is a witness to any complaint or investigation, **except** as required to carry out the purposes of this Policy (including the conduct of any complaint resolution process), applicable law, or as permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

V. REPORTING SEXUAL MISCONDUCT, INCLUDING SEXUAL ASSAULT AND SEXUAL HARASSMENT

A. Employee Reporting Obligations

Any District employee who witnesses or becomes aware of sexual harassment have an affirmative obligation to report immediately to the District's Title IX Coordinator or to their building principal or immediate supervisor. Failure to do so may result in disciplinary action against the employee, up to and including termination of employment.

B. Reporting to Law Enforcement

Because sexual misconduct may constitute both a violation of District policy and criminal activity, individuals who have been subject to criminal sexual misconduct may wish to report

their concerns to law enforcement. An individual may proceed under this Policy whether or not they elect to report to law enforcement.

C. Reporting to the District

Any individual with questions about the District's Title IX policy and procedures, or who would like to make a report or file a formal complaint of sex discrimination or sexual harassment may contact the District's designated Title IX Coordinator, Brittney Bateman, Gallatin Gateway School District, 100 Mill Street, Gallatin Gateway, MT, 59730, district-clerk@gallatingatewayschool.com or 406.763.4415.

Any individual who is subject to, witnesses, or becomes aware of alleged sexual harassment may also submit an anonymous report to the Human Resources Department and the district offices, 100 Mill Street, Gallatin Gateway, MT 59730.

Allegations that an employee of the District has engaged in sexual harassment toward a student must be immediately reported or referred to the Title IX Coordinator.

D. Retaliation Prohibited

Retaliation against a person who makes a report or complaint of sexual harassment, or who assists, or participates in any manner in an investigation or resolution of a sexual harassment report or complaint is strictly prohibited. Retaliation includes threats, coercion, discrimination, intimidation, reprisals, and/or adverse actions related to employment or education. Any individual who believed they have been retaliated against in violation of this Policy should immediately contact the District's Title IX Coordinator.

This Policy's ant-retaliation protections do not apply to any individual who makes a materially false statement in bad faith in the course of any complaint, investigation, hearing, or other proceeding under this Policy. However, a determination that an individual made a materially false statement in bad faith must be supported by some evidence other than the determination of whether the Respondent violated this Policy alone. An individual who makes a materially false statement in bad faith may be subject to discipline up to and including suspension or expulsion of a student or termination of an employee's employment.

E. Time Frames for Reporting and Response

The District strongly encourages prompt reporting of complaints and information. While there is no time limit in invoking this Policy in responding to complaints of alleged sexual harassment, a complaint should be submitted as soon as possible after the event takes place in order to maximize the District’s ability to respond promptly and equitably.

The District may not be able to fully investigate a formal complaint against an individual who is no longer affiliated with the District. Under those circumstances, the District will still consider whether it can offer supportive measures to the Complainant or proceed under another applicable law, policy, procedure, handbook provision, or rule.

In all cases, the District will conduct a prompt and equitable investigation of allegations of sexual misconduct. Generally, the District will attempt to complete the investigation and make a determination regarding responsibility within forty-five (45) calendar days of receipt of a formal complaint. However, the District may alter or extend this time with notice to both parties. The time it takes to complete the resolution of a sexual harassment complaint may vary based on the complexity of the investigation and the severity and extent of the alleged conduct, as well as on whether there is a parallel criminal investigation, or if school breaks occur during the process.

VI. PROCESS FOR RESPONDING TO REPORTS OF SEXUAL HARASSMENT

A. Initial Meeting with the Complainant

Upon receipt of any report of sexual harassment occurring in the District’s educational program or activity, the Title IX Coordinator or designee will schedule a meeting with the Complainant in order to provide the Complainant a general understanding of this Policy and to identify forms of supportive measures available to the Complainant with or without the filing of a formal complaint, and to explain the process for filing a formal complaint. The intake meeting may also involve a discussion of any specific supportive measures that may be appropriate.

Commented [K1]: Review

At the initial intake meeting with the Complainant, the Title IX Coordinator or designee will seek to determine how the Complainant wishes to proceed. The Complainant may opt for: (1) informal resolution; (2) formal resolution; or (3) not proceeding. Supportive measures may still be offered whether or not the Complainant chooses any of these options.

If the Complainant wishes to proceed with either informal or formal resolution, a written document must be filed by the Complainant or signed by the Title IX coordinator alleging harassment against a respondent (the “formal complaint”). Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not the complainant or otherwise a party to a complaint proceeding under this Policy.

B. Formal Resolution

Upon submission of a formal complaint, Complainant may elect to pursue a formal resolution, which is described more specifically in this section.

1. Consolidation of Complaints

The District may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations arise out of the same facts or circumstances.

2. Required Notices

Notice of Investigation. If a Complainant elects to pursue a formal complaint, the Title IX Coordinator or designee will provide a written Notice of Investigation simultaneously to both parties notifying the parties of:

- the identities of the parties involved in the incident;
- the conduct alleged;
- the date and location of the incident;
- Respondent's entitlement to a presumption of innocence;
- The parties' rights to have an advisor of their choice at the party's expense, who may be an attorney;
- The parties' rights to review and comment on investigative evidence; and
- The effect of making materially false statements in bad faith during this process.

If, during the course of investigation, the District determines that additional allegations will be investigated as part of the pending complaint, the Title IX Coordinator or designee will provide written notice of the additional allegations to any identified Complainant(s) or Respondent(s).

Notice of Interviews, Hearings, or Other Meetings. The Title IX Coordinator shall provide to Complainant and Respondent a written notice of the date, time, location, participants, and purpose of any interview, hearing, or meeting with sufficient time for the party to prepare.

3. Dismissal

The District shall dismiss any formal complaint made under this Policy if at any time it determines that it lacks jurisdiction under Title IX because the conduct alleged in the formal complaint:

- Would not constitute sexual harassment as defined in Section II of this policy, even if proved,
- Did not occur in the District's education program or activity; or
- Did not occur against a person in the United States.

The District, in its sole discretion, may dismiss any formal complaint under this Policy if at any time:

- The Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations;
- The Respondent is no longer enrolled in or employed by the District; or
- Specific circumstances exist that prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations. Examples include, but are not limited to, a significant passage of time from the date of the allegation(s) in the complaint to the date the complaint is filed that makes investigation impracticable, or where the Complainant has stopped participating in the process.

Dismissal of a complaint from proceeding under this Policy does not preclude the District from offering supportive measures to any party or from proceeding under any other applicable policy, procedure, rule, or handbook provision applicable to students and/or employees of the District.

Upon dismissal of any formal complaint under this section, written notice of this dismissal and the reason(s) therefor will be provided simultaneously to Complainant and Respondent.

4. Investigation

The Title IX Coordinator shall designate an Investigator to conduct an investigation into any formal complaint. The Investigator must be appropriately trained in conducting Title IX investigations, unbiased, and have no conflict of interest in the present case. The Investigator serves as a neutral fact-finder, and shall interview both parties, relevant witnesses, and gather and review evidence relevant to the outcome of the complaint. Due to the smallness of GGS, an independent investigator may be maintained for any investigation.

The burden of proof and the burden of gathering sufficient evidence to reach a determination of responsibility rests with the District and not with the parties. Both parties will have an equal opportunity to present witnesses and other evidence (both inculpatory and exculpatory) to the Investigator. Neither party will be restricted in their ability to discuss the allegations or to gather and present relevant evidence; provided, however, that such communications shall not constitute harassment or retaliation against any party other otherwise violate applicable law, rule, or regulation.

The Investigator will evaluate all relevant evidence, both inculpatory and exculpatory, and will not make credibility determinations based solely on a person's status as complainant, respondent or witness.

The Investigator will only access, consider, disclose, or otherwise use a party's treatment records made or maintained by a health care provider, or other records protected under a legally recognized privilege, with that party's voluntary, written consent.

Prior to completion of the Investigative Report, the Investigator will provide each party with copies of any evidence obtained by the Investigator that is directly related to the allegations in the complaint. Both parties will have ten (10) calendar days to submit a written response to the evidence to the Investigator. By accepting receipt of this information, the parties and their representatives, if any, agree that the use or dissemination of evidence for any purpose other than

those directly related to the parties' participation in the Title IX grievance process is prohibited and may result in appropriate discipline in accordance with District policy.

5. Investigative Report

After conducting the investigation, the Investigator will complete an investigative report that summarizes all relevant evidence, including statements and interviews with the parties and any witnesses, and any documents, records, photographs, recordings, or other evidence obtained by the investigator.

The investigative report will be distributed simultaneously to both of the parties at least ten (10) calendar days prior to a Determination of Responsibility being made.

6. Determination of Responsibility

The Decision-Maker is responsible for determining whether the conduct alleged in the complaint constitutes a violation of this Policy and any other applicable District policies, procedures, handbook provisions, or rules. The Decision-Maker shall be the Superintendent. The Decision-Maker shall not be the Title IX Coordinator or Investigator, and must be impartial and unbiased, have no conflict of interest in the particular case, and have training required by Title IX and this policy.

After receipt of the investigative report and prior to reaching a decision, each party shall be permitted submit to the Decision-Maker relevant questions to be asked of the other party and/or any witnesses, including those challenging the credibility of the party or witness. The Decision-Maker shall review the questions with the party or witness to whom the questions are directed, but shall not ask any questions that are irrelevant or improperly inquire about the Complainant's sexual predisposition or past sexual conduct (other than where the incidents occurred between the Complainant and Respondent and are asked for purposes of demonstrating consent, where applicable). The Decision-Maker will provide a written explanation to the party of why any question was excluded. The Decision-Maker shall provide the responses of the party or witness in writing to both parties. The parties shall be provided with an opportunity for limited additional follow-up questioning.

If any party or witness does not cooperate with responding to these questions, the Decision-Maker will not rely on any statement of that party or witness in reaching a determination of responsibility. The Decision-maker cannot draw an inference about responsibility based solely on a party's or witness's refusal to answer questions.

7. Standard of Proof and Determination

The determination of whether or not a violation of this Policy occurred will be made on the preponderance of the evidence, or whether it is more likely than not that the Respondent violated this Policy.

8. Sanction

Sanctions and remedies will be determined on a case-by-case basis by the Decision-Maker, where authorized to do so. Where applicable federal or state law, Board policy, contract, handbook provision, or other rule gives authority for issuing of a particular sanction to a different District decision-making body (e.g., school board, IEP team) the Decision-Maker will recommend sanctions to that decision-making body or official, or the Board for further action.

Sanctions may include, but are not limited to required training, a written warning, suspension or expulsion of a student, or suspension or termination of an employee's employment with the District. The Decision-Maker may impose or recommend any sanction that it finds to be fair and proportionate to the violation and in accordance with Board Policy.

Remedies may include, but are not limited to, offers of counseling, training, changes or modifications to class or work schedules or assignments, provision of additional supervision, and other actions as deemed appropriate under the circumstances present in the case. The Title IX Coordinator shall be responsible for implementing any proposed remedies.

9. Written Determination Regarding Responsibility

The Decision-Maker will issue a written determination regarding responsibility, which shall be determined by a preponderance of the evidence. The written determination will include:

- Identification of the allegations;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including notifications to the parties, interviews, site visits, methods used to gather other evidence, and hearings held (if applicable);
- Findings of fact;
- Conclusions regarding the application of this Policy and any other relevant District policy, procedure, handbook provision, or rule to the facts;
- A statement of and rationale for the Decision-Maker(s) determination regarding responsibility for each allegation;
- A statement of and rationale for any disciplinary sanctions that will be imposed on Respondent, if applicable;
- A statement of and rationale for any remedies the District will provide to restore or preserve Complainant's access to the District's educational program or activity, if applicable; and
- A statement of the District's appeal policy and procedures.

The Decision-Maker will provide the written determination to the parties simultaneously. The written determination shall be final, subject to the parties' right to appeal in Section 10, below.

10. Appeals

Within five (5) calendar days of delivery of the written determination to them, either party may appeal the dismissal of a formal complaint, or the Decision-Maker's written determination and/or

any sanction imposed by the Decision-Maker to the Superintendent or her/his designee. Such appeals will be in writing and will be delivered to the Superintendent or her/his designee. The Superintendent or her/his designee will determine if the written determination will be stayed pending the outcome of the appellate decision. Appeals will be limited to any of the following bases:

- A procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the written determination was issued that could affect the outcome of the matter; or
- The Title IX Coordinator, Investigator(s), or Decision-Maker(s) had a conflict of interest or bias that affected the outcome of the matter.

The Superintendent or her/his designee will notify both parties in writing if an appeal is received alleging one of the bases for appeal above. Both parties will be given an opportunity to submit a written statement in support of, or challenging, the written determination. The parties' written statements must be submitted within five (5) calendar days of notice of the appeal.

Except as required to explain the basis of new information, an appeal will be limited to a review of the written record of the investigation, the written determination, and the parties' written statements on appeal.

The Superintendent or her/his designee may affirm, reverse, or modify the written determination and/or sanctions imposed, or may remand to the Investigator or Decision-Maker for further action. A written appeal decision will be issued simultaneously to the parties describing the result of the appeal and the rationale therefor. The written appeal decision of the Superintendent or her/his designee is the final decision of the District, and no further appeals are permitted under this Policy.

C. Complainant Does Not Wish to Pursue Resolution or Requests Confidentiality

If the Complainant does not wish to pursue formal or informal resolution and/or requests that his or her report remain confidential, the Title IX Coordinator or designee will inform the Complainant that the District's ability to respond to the alleged sexual harassment may be limited. The Title IX Coordinator or designee may weigh the Complainant's request against the following factors:

- The seriousness of the alleged sexual misconduct,
- Whether there have been other complainants of sexual misconduct against the same Respondent, and
- The Respondent's right to receive information about the allegations, including the name of the complainant.

The Title IX Coordinator will only initiate a formal complaint under these procedures against the wishes of the Complainant where required by federal or state law, regulation, or rule, or where doing so is not clearly unreasonable based on known circumstances, based on the potential impact to the District community if the allegations were true.

The Title IX Coordinator or designee will inform the Complainant if the District cannot ensure confidentiality. Even if the District cannot take disciplinary action against the Respondent because the Complainant insists on confidentiality or that the complaint not be resolved, the District reserves the authority to implement supportive measures or other appropriate actions to promote a safe learning environment for the complainant and/or the entire District community.

D. Advisors

Complainants and Respondents have equivalent rights to be accompanied at any stage of the process by an advisor of their choice, who may be a parent or guardian, union representative (where applicable), other support person, or an attorney at the party's sole expense. Advisors may not answer questions on behalf of any party or otherwise participate in any interview or meeting, other than to confer with the party they are supporting/representing.

E. Supportive Measures

The District may implement supportive measures to preserve or restore the Complainant's access to the District's education program or activity. Supportive measures will be individualized, provided at no cost to the parties, and are non-disciplinary in nature.

Supportive measures may include, but are not limited to:

- Counseling,
- Extension of deadlines or other course-related adjustments,
- Modifications of work or class schedules,
- Mutual restrictions on contact between the parties,
- Leaves of absence,
- Increased security and monitoring,
- Increased supervision and/or escort services, and/or
- Other similar measures.

The District may temporarily remove a student accused of violation this policy on an emergency basis, following an individualized safety and risk analysis that finds an immediate threat to the physical safety of any individual. Any student so removed will be provided with notice and an opportunity to challenge this action immediately following the removal, and any other rights conferred by law. Emergency removals must be consistent with other applicable laws. The District, in its sole discretion, may place an employee accused of violating this policy on administrative leave pending the outcome of the informal or formal complaint process.

VII. RESOURCES AND SERVICES FOR STUDENTS AND EMPLOYEES

There resources available to individuals regardless of whether or not they choose to report a violation of this Policy to the District or local law enforcement. Any person may obtain information about services and supports offered to students and employees by contacting the District's Title IX Coordinator.

A Complainant may choose to file a complaint with the state and federal agencies listed below.

Office for Civil Rights (OCR) – Montana Office

Seattle Office
Office for Civil Rights
U.S. Department of Education
915 Second Avenue Room 3310
Seattle, WA 98174-1099

Telephone: 206-607-1600
FAX: 206-607-1601; TDD: 800-877-8339
Email: OCR.Seattle@ed.gov

Equal Employment Opportunity Commission (EEOC)

450 Golden Gate Avenue
5 West, P.O. Box 36025
San Francisco, CA 94102-3661

Phone : [1-800-669-4000](tel:1-800-669-4000)
Fax: [415-522-3415](tel:415-522-3415)
TTY: [1-800-669-6820](tel:1-800-669-6820)
Web: www.eeoc.gov/

Montana Civil Rights Commission (MCRC)

Helena Headquarters
2701 Prospect Avenue
PO Box 201001
Helena, MT 59620-1001

Phone: [406-444-6342](tel:406-444-6342)
TTY: [800-335-7592](tel:800-335-7592)
Fax: 406-444-7243

VIII. PREVENTION, TRAINING, AND POLICY COMMUNICATION

The District is committed to education, communication, and training of students and employees in order to prevent sexual harassment and to assure an appropriate response when incidents occur. The District will provide information to students and employees staff on:

- The definitions of sexual harassment;
- District procedures for responding to incidents of sexual harassment; and
- Employee obligation to report any sexual harassment of which the employee becomes aware.

The District will also ensure that individuals who serve as Title IX Coordinators, Title IX Investigators, Decision-Makers, Appeal Decision-Makers, and facilitators of the informal resolution process have adequate training as required by Title IX.

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IX. RECORDKEEPING

The District will maintain the following records for seven years:

- Each sexual harassment investigation, including determinations, audio or video recordings, disciplinary sanctions, and any remedies provided to the Complainant;
- Any appeal and the result therefrom;
- Any informal resolution; and

Materials used by the District to train Title IX Coordinators, investigators, decision-makers, and those who facilitate informal resolution under this Policy.

Additionally, the District will create and maintain for seven years:

- Any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment;
- Documentation of the basis for the District's conclusion that its response to any such report or complaint was not deliberately indifferent;
- Documentation that the District has taken measures designed to restore or preserve access to the District's educational program or activity;
- Where no supportive measures are provided to Complainant, documentation of why it was not clearly unreasonable to do so.

Gallatin Gateway School Volunteer Handbook



We appreciate you and are very excited to receive your gift of time for the benefit of Gallatin Gateway School's students and staff!

Welcome and Thank You to All Volunteers!

Your service as a volunteer has a significant impact on Gallatin Gateway School. Your participation helps us fulfill our mission and vision, as well as complete goals of our strategic plan. As a volunteer, you provide mentoring and enrichment opportunities to enhance the educational experience for our students. As you support school programs and curriculum, you are supporting teachers and staff. Volunteers model attitudes and behaviors critical for success for our students, including involved citizenship. Our volunteer program is an important link in building a vibrant school community.

The Core Purpose of Gallatin Gateway School:

The Core Purpose of Gallatin Gateway School is to embrace an engaging learning culture in a safe, nurturing environment where each student thrives now and into the future.

Core Values of the Gallatin Gateway School:

- **Individualized Success** – We value a commitment of success from each board member, each staff member and each student. The dedication and enthusiasm of each board member and each staff member together with our nurturing, inspiring environment is critical to each student’s individual success.
- **Student-Centered** – The focus of all decisions is based first and foremost on the best interests of each and every student. We value the individual attributes of each student and a school environment that promotes positive, individual opportunities for each student.
- **Sense of Community** – We believe that engagement with and respect for our community is vital to our success.
- **Accountability** – We believe that holding ourselves accountable for our successes and our challenges is essential to reaching our envisioned future.
- **Culture of Collaboration and Support** – We believe that fostering a culture in which our staff are and feel valued and supported in their roles and a culture where collaboration is embraced and honored is vital to our success.

OBJECTIVES

1. To provide opportunities for interested stakeholders of the community to participate and assist in the educational activities of the students and in the day-to-day operations of the school.
2. To develop a reliable and varied skilled network of human resources to support the school.
3. To provide each student the opportunity to reach the maximum of his/her ability.

Guidelines and Procedures for Volunteers

Complete the Volunteer Information Form and Volunteer Disclosure Agreement Form and Return to the Office

Adhere to all District Policies

Volunteers must follow district policies, procedures, rules, and regulations. Gallatin Gateway School’s board policies and the student handbook are available in the library, the office and at www.gallatingatewayschool.com.

Follow Safety/Liability Requirements regarding Supervised and Unsupervised Positions

Supervised positions refer to those where the volunteer has contact with students *only* in the presence and supervision of a teacher or GGS staff member. If not directly in a classroom, volunteers may work with students in a highly visible area such as the library or lobby.

Unsupervised positions are those where the volunteer has contact with students while *not* in the presence of a teacher or GGS staff member. Examples would include overnight trips or field trips which divide the students into groups which are supervised by a volunteer rather than under direct supervision of a teacher. District Policy requires all volunteers who will have unsupervised contact with students to pass a background check. Any cost associated with a background check will be provided by the district. Background checks are arranged with the GGS District Clerk at 406-763-4414 or by stopping by the GGS office 100 Mill Street, Gallatin Gateway, MT 59730.

Observe Confidentiality

Volunteers must follow confidentiality laws and procedures. The performance or actions of students should only be discussed with the student's teacher, counselor, or superintendent. Please consider things heard or seen at school as confidential. Please do not share student information (observations) with other parents.

Check-in with the Office and Receive a Name Tag with each Visit to the School

As all visitors, volunteers must sign in and sign out with the office during each visit to the school. For security and liability reasons, and in the case of an emergency, the administration must know who is in the school and why. School volunteers are covered by the district's liability insurance should their actions result in an injury to a student. By means of this handbook, volunteers must have their name, social security number, address, and phone number on file with the District Clerk to insure liability coverage.

Discipline/Class Management/ Teacher Responsibility for Student Contact Activities

The "supervising" teacher or staff member will clearly explain your role and their expectations for your experience. You will also be informed of classroom management procedures you may need to be aware of including restroom policy, discipline, daily schedule, class rewards, emergency protocol, etc. Name tags or a list of student names may be supplied by the teacher. You are encouraged to redirect a student who is not behaving appropriately, but if discipline concerns arise, immediately notify the teacher. Please feel free to ask questions if you need additional information or have concerns as to what should be done in a given situation. The staff is eager to help you build a caring and supportive rapport with their students. To avoid distractions, volunteers are asked not to bring other children to classroom volunteer activities without prior approval.

Field Trips

Volunteers are welcome to attend field trips to aid in supervision and organization. A teacher or designated volunteer will be responsible for safety procedures and any concerns should be reported to them. Volunteers may drive students during field trips only when prearranged and the necessary district forms have been completed and approved for transportation. Additional safety precautions dictate no cell phone use while driving, and parents/guardians may take their students home during or after a field trip only with permission from the supervising teacher or office.

Additional volunteer responsibilities and requirements for overnight excursions including the 5th Grade Butte trip, the 6th Grade Yellowstone trip, and the 8th Grade Washington, D.C. trip are included in separate disclosure documents distributed during the planning of those activities.

Volunteers are welcome to participate in the breakfast and lunch programs.

*The GGS volunteer program is designed to coordinate and manage all volunteer efforts safely and efficiently. If there are questions concerning this handbook's contents, you are encouraged to discuss them with the superintendent.

VOLUNTEER ROLES AT GGS

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Whether you are able to commit to a regular schedule or can offer time occasionally, your service is greatly appreciated. The following are opportunities for volunteering you may enjoy.

Classroom

Student Contact:

- Provide supervised instructional assistance to individuals or small groups
- Monitor individual or group activities
- Assist with special writing and research projects (Unwaxed Museum, etc.)
- Listen to readers / read to class
- Provide special lessons or demonstrations
- Help with classroom organization, locker and tote organization
- Chaperone field trips
- Assist with Learning Lab before/after school – homework help
- Assist with Science Labs

Teacher/Staff Assistance

- Prepare displays or bulletin boards
- Organize book orders
- Plan/organize field trips, classroom parties
- Prepare materials, sharpen pencils, etc
- Sanitize classrooms as needed for student health
- Assisting with the greenhouse/garden
- College/Career mentors and presentations
- Crosswalk, Recess, Lunch, Bus Duty
- Hallway monitor
- K-2 Swim Lesson locker room help (especially for the boys)
- Copies
- Math Helpers with Mr. Coon

Library

- Shelve books/organize materials
- Supervise book fair

Athletics

- Referees
- Score Table
- Concessions with Booster Club
- Locker Room Supervision
- Gym Clean Up after games

Office

- Prepare materials for web site
- Assist with clerical duties and mailings
- Participate in grant writing/research
- Costco Food Pickup (T/Th)
- Food Box Preparation (Th)
- Assist with Social Media postings
- Parent Liaison

Facilities

- Handyman Assistance for Facilities
- Playground Equipment Inspections

Art Room

- Clean and organize supplies
- Gather special materials for projects

Kitchen/Cafeteria

- Assist with cooking, cleaning, and organizing tables for activities
- Eat lunch with small groups

General

- Take photographs of classroom activities and special events for yearbook
- Assist with vision and hearing screening
- Help with yard work, weed-pulling, landscaping, etc.
- Assist with fundraisers, food drive
- Provide baked goods for meetings/ events
- Participate in committees assigned by the school board
- Assist with building maintenance, painting, storage organization and inventories
- Field trips – fundraising for 8th grade DC trip, Sportsman’s Banquet

Gallatin Gateway School Volunteer Information Form

Name _____

Email _____ Phone _____

Days and Times Available:

Regular Schedule or Occasional Visits?

Do you have a special interest, skill, or hobby you would be willing to share?

Information about volunteer guidelines and procedures are described in the GGS Volunteer Handbook. Additionally, an orientation session will be conducted to help familiarize volunteers with school-wide and classroom expectations.

Which of the tasks appeals to you:

Classroom

Student Contact:

- Provide supervised instructional assistance to individuals or small groups
- Monitor individual or group activities
- Assist with special writing and research projects (Unwaxed Museum, etc.)
- Listen to readers / read to class
- Provide special lessons or demonstrations
- Help with classroom organization, locker and tote organization
- Chaperone field trips
- Assist with Learning Lab before/after school – homework help
- Assist with Science Labs

Teacher/Staff Assistance

- Prepare displays or bulletin boards
- Organize book orders
- Plan/organize field trips, classroom parties
- Prepare materials, sharpen pencils, etc
- Sanitize classrooms as needed for student health
- Assisting with the greenhouse/garden
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- Crosswalk, Recess, Lunch, Bus Duty
- Hallway monitor

K-2 Swim Lesson locker room help (especially for the boys)
Copies
Math Helpers with Mr. Coon

Library

Shelve books/organize materials
Supervise book fair

Athletics

Referees
Score Table
Concessions with Booster Club
Locker Room Supervision
Gym Clean Up after games

Office

Prepare materials for web site
Assist with clerical duties and mailings
Participate in grant writing/research
Costco Food Pickup (T/Th)
Food Box Preparation (Th)
Assist with Social Media postings
Parent Liaison

Facilities

Handyman Assistance for Facilities
Playground Equipment Inspections

Art Room

Clean and organize supplies
Gather special materials for projects

Kitchen/Cafeteria

Assist with cooking, cleaning, and organizing tables for activities
Eat lunch with small groups

General

Take photographs of classroom activities and special events for yearbook
Assist with vision and hearing screening
Help with yard work, weed-pulling, landscaping, etc.
Assist with fundraisers, food drive
Provide baked goods for meetings/ events
Participate in committees assigned by the school board
Assist with building maintenance, painting, storage organization and inventories
Field trips – fundraising for 8th grade DC trip, Sportsman's Banquet

Comments/Additional Information:

Please return this form to the school office.

Volunteer Disclosure Agreement

Please complete this form to register as a volunteer with Gallatin Gateway School. Thank you for your gift of time for the benefit of Gallatin Gateway School's students and staff!

The Superintendent may direct that appropriate screening processes be implemented to assure that adult volunteers are suitable and acceptable. In addition, any volunteer assisting children without the direct supervision of a school employee will be asked to provide a background check. Arrangements for a background check can be made with the District Clerk at 406.763.4415 or by stopping by 100 Mill Ave, Gallatin Gateway, MT 59730. An unsatisfactory background check makes a volunteer ineligible to serve.

Volunteers, as are all adults assigned to supervise or assist students, shall not use tobacco products in the presence of students, nor shall they consume, or be under the influence of, any alcoholic beverages or use any illicit drug during the duration of their volunteer time or assignment as a chaperone, including during the hours following the end of the day's activities on an overnight trip.

I, _____ (the Volunteer) hereby agree to serve Gallatin Gateway Schools (the District) on a volunteer basis as a _____.

Please initial next to each statement:

- The Volunteer understands any volunteer services will not be compensated now or in the future.

- The Volunteer has been informed and understands that volunteer services rendered do not create an employee-employer relationship between the Volunteer and the District for the position stated above.

- The Volunteer understands that the District may not carry worker's compensation insurance and does not carry medical insurance for a person serving as a volunteer in the position stated above.

- The Volunteer understands that the mutually established schedule of services for the position stated above carries no obligation for either party and maybe adjusted at any time.

- The Volunteer understands that services as a volunteer may be terminated at any time.

- The Volunteer understands that they are under the direction of the school district at all times during their service as a volunteer and must follow directives given by district employees.

- The Volunteer understands that they are to follow all laws, policies, and rules regarding student and employee confidentiality during their service as a volunteer.

- The Volunteer understands that they are to follow district policy as well as local, state, federal and other applicable law during their service as a volunteer.

- The Volunteer understands that they are not to use alcohol, tobacco or other drugs around students at any time whether on school property or not.

_____ The Volunteer understands that they are not to encourage students to violate district policy. The Volunteer further understands that if they observe a student violating district policy they are to report the behavior to the supervising district employee immediately.

_____ The Volunteer understands that any violation of this agreement, district policy or any local, state, federal or other applicable law can result in permanent termination of volunteer privileges and possible legal action.

_____ The Volunteer is 18 years of age or older.

_____ The Volunteer understands that his authorization only applies to the ____/____ school year.

_____ The Volunteer understands that if the position stated above involves regular unsupervised access to students in schools they shall submit to a name-based and fingerprint criminal background investigation conducted by the appropriate law enforcement agency prior to consideration of this agreement.

I understand that should I have been found to have violated these rules, I will not be used again as a chaperone for any District-sponsored field trips or excursions and may be excluded from using District-sponsored transportation for the remainder of the field trip or excursion and that I will be responsible for my own transportation back home.

DISTRICT REPRESENTATIVE

DATE

VOLUNTEER SIGNATURE

DATE

Volunteer Social Security Number

Address

Phone Number

Office Use:

_____ Fingerprint Background Check Completed

_____ If providing transportation: Volunteer Driving History Release
\$250,000 liability – copy of policy showing liability limits
Montana Driver's License
Consent to review driving history

Gallatin Gateway School



Support Staff Evaluation System

24-25

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Introduction: The District has a responsibility to students, patrons, and staff to implement a continuous program of evaluation of all classified employees. To address this important responsibility, this evaluation handbook is published to assist employees and supervisors in planning for and implementing evaluations of all classified personnel. This guide applies to all classified employees and uses the term “employee” to refer to all personnel filling classified non-exempt positions. The employee’s supervisor will be referred to as the “evaluator”.

Purpose: The purpose of an evaluation is to improve job performance and for recommending continued employment. Employees new to the district will receive a 90-day evaluation plus a year end evaluation. All employees will be evaluated at least annually. This evaluation instrument represents a systematic effort to evaluate job performance to improve student achievement and success in learning. It is the responsibility of the administration to conform to the law and the responsibility of the employee to show professionalism in relation to the confidentiality of the completed evaluation instrument.

Statements of Principle: Success in achieving the goals of an evaluation depends on the openness and frankness with which the parties maintain positive attitudes focused on growth. The process is demanding of time and resources, but hopefully provides the employee and evaluator with the most equitable means to appraise performance. We believe the classified evaluation system should be collaborative, facilitate open communication through mutual trust and respect, and provide employees with a list of job standards to perform their jobs well and meet the expectations of the evaluator and District.

Process: Evaluation procedures should focus on job performance with respect to job expectations as determined through a process of orientation, goal setting, self-assessments, and feedback taking place throughout the year. All components of the process are contained in this handbook and is provided to each employee by Human Resources and the Evaluator. This very dynamic and responsive process is intended to promote both personal and professional growth. An important part of this growth is the concept of self-improvement which is why this process includes self-evaluation.

- Observations/Data Gathering. Scheduled and unscheduled, written evaluations may be conducted as deemed appropriate by the evaluator to assist employees in the performance of their job responsibilities.
- The evaluation provides feedback on four key indicators: Job Knowledge and Skills, Communication/Interpersonal Relationships, Job Performance, and Professionalism. After the completion of the evaluation, a copy is provided to the employee (hard copy or email).
- This is a confidential report and this will be respected by all parties. A signature on the evaluation does not mean that the employee agrees with the opinion expressed, but merely indicates that she/he has read the report and has had an opportunity for discussion with the evaluator. Refusal to sign shall be recorded on the report.
- The employee has the right to respond to their evaluation in writing within 5 working days. The comments will be included with the evaluation placed in the employee’s official personnel file. These evaluations are subject to review by members of the supervisory and administrative staff when considering the selection of an employee for transfer or promotion.
- A Performance Improvement Worksheet will be completed by the evaluator and shared with the employee when an employee is Needs Improvement in two or more areas. A planned program for improvement will be developed. Performance areas, method of remediation, time line for completion and follow-up discussion will be noted on this form. Evidence must be documented that the designated areas of Needs Improvement have been satisfactorily remedied.

Time Line

Event	Form Used	Time Frame	Purpose
Evaluation Orientation	Review of all forms and processes	Held prior to October 1 st by an approved evaluator	Review job descriptions, evaluation process and documents, discuss expectations for job performance.
Yearly Goal Setting	Support Staff Goal Form	First full eight weeks of school	This form will provide a common understanding on the areas the staff is going to be working on to improve their performance.
Mid-Year Check In	Support Staff Self-Assessment Form	Last two weeks of November and beginning two weeks in December	This form can be completed at any time outside of the November/December time frame.
Evaluation	Support Staff Summative Evaluation Form	New employees: 1 st 90 days and final evaluation based on employee work calendar 9-10-Month Employees: Prior to April 15 th 11-12-Month Employees: Prior to May 1 st	The evaluator will complete the form based on data gathered. There will be a conference with the employee.
	*Teacher Input Form	Completed by April 1	
	*Administration Input Form	Completed by April 1	
	Performance Improvement Worksheet	As needed or required	This form provides the employee with guidance on areas of improvement. This is meant to increase job performance.

Support Staff Goal Form

Employee's Name:	Job Title:	Goal Start Date:
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Goal-Setting Process

The employee will establish one or two goals for job growth in consultation with their evaluators and if the employee is an instructional aide, also with their cooperating teachers.

Goals should follow the SMART format:

Specific: The goal should state the exact level of performance expected.

Measurable: To achieve objectives, people must be able to observe and measure their progress.

Attainable: Goals should challenge people to do their best, but they need also be achievable.

Relevant: Goals need to pertain directly to the performance challenge being managed.

Timeframe: Deadlines help people to work harder to get a task completed. (Answers, "by when?")

Suggested words to use when writing SMART goals:

- Choose a verb: increase, decrease, reduce, improve, deliver, grow
- Define the object: what you wish or will work toward to get better at and for whom
- Identify how much: target goals and a reference to the meeting of success
- Identify by when: time frame for completion of goal

Questions to ask to help refine performance goals:

- What is the opportunity for job growth?
- What outcomes would indicate success for meeting this growth opportunity?
- Who are the constituents affected by this growth opportunity?
- What metrics make the most sense for this area?

Goals:

Goal 1:	
Goal 2:	

Signature of Employee _____
Date

Signature of Evaluator _____
Date

Forward completed original documents to Human Resources within 3 working days.

Support Staff Self-Assessment Form

Employee's Name:	Job Title:	Evaluation Date:
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The employee will evaluate him/herself using the self-assessment form prior to the mid-year check-in with supervisor(s).

Evaluation Rating Scale	
1: Does Not Meet	The employee's performance is insufficient to meet the standards. This level of performance is unacceptable at this level and would require significant additional training as well as additional monitoring by the supervisor.
2: Needs Improvement	The employee displays a very limited understanding of the job standards. An employee at this level would need additional training.
3: Occasionally Meets	The employee demonstrates the basic understanding of the job standards. An employee at this level would need additional training to help better their understanding of job-related duties.
4: Meets	The employee demonstrates consistent understanding of job standards. An employee at this level is able to effectively complete their job with limited monitoring of their supervisor.
5: Exceeds	The employee consistently demonstrates an advanced understanding of job-related duties and responsibilities. This employee is able to accomplish tasks without repeated communication of expectations from their supervisor.

Competency	1	2	3	4	5
Job Knowledge and Skills: Measures employee's ability to demonstrate relevant job knowledge. Employees are able to be evaluated on skills, policies, procedures, laws, technical information, and relationship of work to the District's mission.					
Organizes and prioritizes tasks effectively					
Displays initiative					
Stays up to date with new standards, regulations, and laws regarding their position					
Aware of all district policies and procedures related to the job area					
Communicates job related items using the correct terminology related to the job field					
Communication and Interpersonal Skills: Measures the process in which communication is exchanged between the employee and another party. The employee should be able to effectively communicate with others, to include colleagues, supervisors, and community members. The employee should also be able to be measured on how they collaborate with others to resolve issues.					
Follows instructions, and asks questions when needed					
Collaborates with others to complete tasks and solve problems					

Competency	1	2	3	4	5
Demonstrates good rapport with colleagues and community members					
Communicates effectively and in a professional manner					
Job Performance: Measures the employee's ability to maintain proper training, certifications, and professional development. The employee should be able to stay up to date on renewing of certifications as well as new regulations and laws that apply to the position.					
Obtains and maintains appropriate certifications and training and participates in professional development					
Uses resources effectively and efficiently					
When challenges arise, handles the situation skillfully, thoroughly, and effectively					
Professionalism: Measures how an employee presents themselves to all stakeholders with the FHUSD community. The employee should be presenting themselves as active members of the community and take pride in their work. The employee should demonstrate their knowledge of district policy and procedures.					
Reports to work on time and follows assigned work hours					
Attends work regularly and follows staff leave procedures correctly					
Acts with honesty and integrity					
Protects confidential information					
Effectively promotes a collaborative work environment					

Overall Performance Rating				
Does Not Meet: 3 or more marks of 1	Needs Improvement: 1 or 2 marks of 1 or 4 or more marks of 2	Occasionally Meets: No marks of 1 and fewer than 4 marks of 2	Meets: No marks of 1-2 and fewer than 4 marks of 3	Exceeds: At least 6 marks of 5 and no marks of 1-3

Signature of Employee

Date

Signature of Evaluator

Date

Forward completed original documents to Human Resources within 3 working days.

Administration Input Form

The intention of this form is to get input from both sides of administration on employee evaluations (e.g., both principal input and facilities director input on a custodian).

Administrator's name:

Employee:

Location:

1. What are the expectations that you have set with this employee?
2. What does a typical day look like with this employee?
3. What do you consider to be a strength of this employee?
4. What area(s) can the employee use improvement on?
5. Does the employee display good work habits?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Not at all
6. Does the employee effectively communicate with staff and supervisor?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Not at all
7. Does the employee collaborate with staff and administration?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Not at all

Teacher Input Form

This intention of this form is to get input from you, the teacher, on the overall performance of aide(s) in your classroom. This form is to help administrators get a more in-depth view inside the aide(s) day-to-day.

Teacher's name:

Aide:

Location:

Classroom:

1. What are the expectations/goals for the aide(s) within your classroom?
2. What does a typical day look like for the aide(s) in your classroom?
3. What do you consider to be a strength of the aide?
4. Are there area(s) in which the aide can improve upon?
5. Does the aide respect and understand the needs of their students?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Not at all
6. Is the aide a good partner with students, parents, staff, and members of the community?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Not at all

Summative Evaluation Form

Employee's Name:	Job Title:	Evaluation Date:
------------------	------------	------------------

Evaluation Rating Scale	
1: Does Not Meet	The employee's performance is insufficient to meet the standards. This level of performance is unacceptable at this level and would require significant additional training as well as additional monitoring by the supervisor.
2: Needs Improvement	The employee displays a very limited understanding of the job standards. An employee at this level would need additional training.
3: Occasionally Meets	The employee demonstrates the basic understanding of the job standards. An employee at this level would need additional training to help better their understanding of job-related duties.
4: Meets	The employee demonstrates consistent understanding of job standards. An employee at this level is able to effectively complete their job with limited monitoring of their supervisor.
5: Exceeds	The employee consistently demonstrates an advanced understanding of job-related duties and responsibilities. This employee is able to accomplish tasks without repeated communication of expectations from their supervisor.

Competency	1	2	3	4	5
Job Knowledge and Skills: Measures employee's ability to demonstrate relevant job knowledge. Employees are able to be evaluated on skills, policies, procedures, laws, technical information, and relationship of work to the district's mission.					
Organizes and prioritizes tasks effectively					
Displays initiative					
Stays up to date with new standards, regulations, and laws regarding their position					
Aware of all district policies and procedures related to the job area					
Communicates job related items using the correct terminology related to the job field					
Communication and Interpersonal Skills: Measures the process in which communication is exchanged between the employee and another party. The employee should be able to effectively communicate with others, to include colleagues, supervisors, and community members. The employee should also be able to be measured on how they collaborate with others to resolve issues.					
Follows instructions, and asks questions when needed					
Collaborates with others to complete tasks and solve problems					
Demonstrates good rapport with colleagues and community members					
Communicates effectively and in a professional manner					
Job Performance: Measures the employee's ability to maintain proper training, certifications, and professional development. The employee should be able to stay up to date on renewing of certifications as well as new regulations and laws that apply to the position.					

Competency	1	2	3	4	5
Obtains and maintains appropriate certifications and training and participates in professional development					
Uses resources effectively and efficiently					
When challenges arise, handles the situation skillfully, thoroughly, and effectively					
Professionalism: Measures how an employee presents themselves to all stakeholders with the FHUSD community. The employee should be presenting themselves as active members of the community and take pride in their work. The employee should demonstrate their knowledge of district policy and procedures.					
Reports to work on time and follows assigned work hours					
Attends work regularly and follows staff leave procedures correctly					
Acts with honesty and integrity					
Protects confidential information					
Effectively promotes a collaborative work environment					

Overall Performance Rating				
Does Not Meet: 3 or more marks of 1	Needs Improvement: 1 or 2 marks of 1 or 4 or more marks of 2	Occasionally Meets: No marks of 1 and fewer than 4 marks of 2	Meets: No marks of 1-2 and fewer than 4 marks of 3	Exceeds: At least 6 marks of 5 and no marks of 1-3

Signature of Employee _____
Date

Signature of Evaluator _____
Date

Forward completed original documents to Human Resources within 3 working days.

Performance Improvement Form

Employee Name: _____ Date: _____

Position: _____ School: _____

1. State specifically areas of Needs Improvement that need improvement. List indicators or Governing Board Policy. If this is a performance improvement plan without evaluation, please specifically state the policy or practice needing improvement.

2. It is the employee's responsibility to use the guidance and resources provided by the evaluator to correct the Needs Improvement areas listed above.

Describe below how the employee is expected to improve performance in all areas above. List time lines and dates.

3. The identified, Needs Improvement areas are to be REVIEWED by the evaluator and employee no later than _____. The review of the plan and progress must be completed within the first 60 days of the plan implementation.

4. Evidence and Documentation Process. ***Failure to show evidence of improvement may result in termination of employment.***

Date	Progress

5. Date the plan is be completed: _____

Signature of Employee _____ Date _____

Signature of Evaluator _____ Date _____

Forward completed original documents to Human Resources within 3 working days.

Gallatin Gateway School District



English Learner Handbook and Teacher Guide 2023-2024

June 2023

Contents

- Introduction
 - How to use the guide
 - Useful Resources
- Montana OPI's English Learner Guidance for School Districts
 - Policy, Processes, and Procedures)
- English Learner Checklist for Districts
- Home Language Survey
- Exited EL Monitoring Tool
- WIDA English Language Development Standards Framework K-12

Introduction

How to use the guide:

This guide was developed using the Montana Office of Public Instruction's guides and resources on their website: [English Learners \(mt.gov\)](https://www.mt.gov/English-Learners). This guide is meant to provide useful information in the identification, assessment, and instruction of students learning English. The guide consists of two primary sections for staff to focus – the guidance document and the WIDA standards framework. Should you have EL students in your classroom, both documents will be important in planning instruction.

At Gallatin Gateway, the counselor completes the assessments for identification. Should you have questions or needs around EL instruction or assessment, please contact Missy Schultz.

Useful Resources:

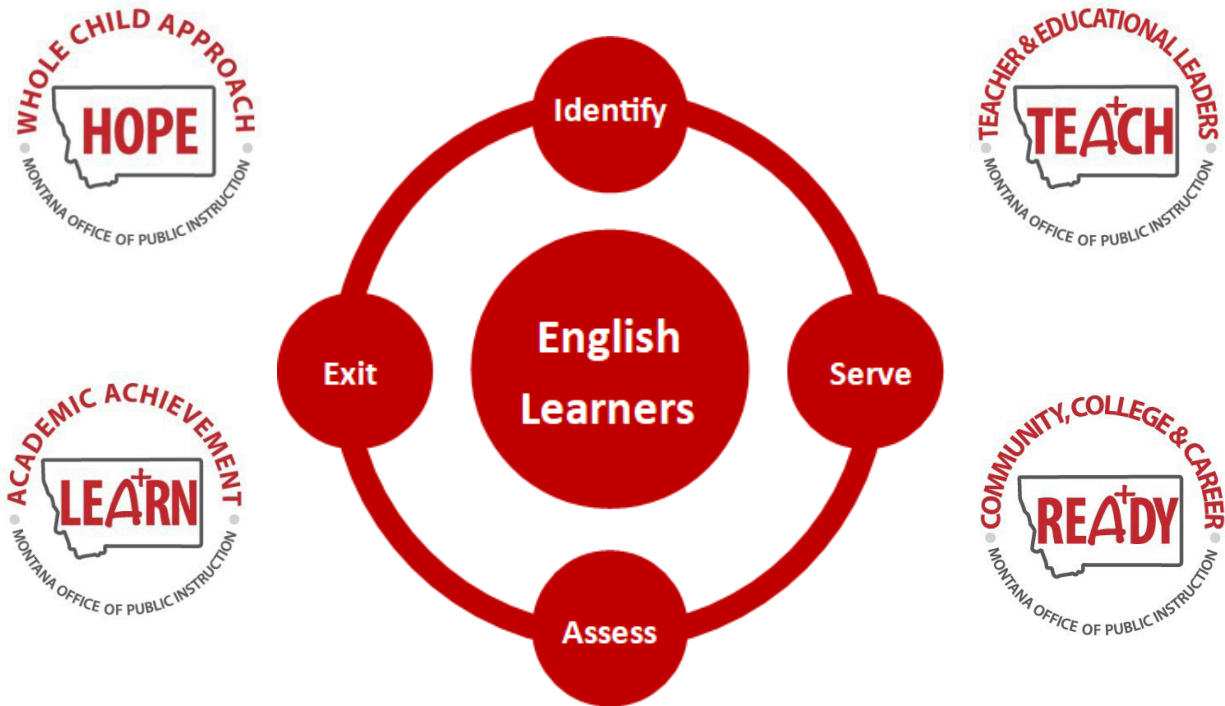
- Montana OPI [English Learners \(mt.gov\)](https://www.mt.gov/English-Learners)
 - The site provides parent involvement information as well as learning modules and recorded webinars for effective strategies for EL instruction.
- WIDA Guiding Principles of Language Development [WIDA Guiding Principles of Language Development \(wisc.edu\)](https://www.wisc.edu/wida/guiding-principles-of-language-development)
- Colorín Colorado! [Colorín Colorado | A bilingual site for educators and families of English language learners \(colorincolorado.org\)](https://www.colorincolorado.org/)
 - This website is an amazing resource. There are teacher resources as well as family resources for reading tips, literacy guides for parents and so much more.
- WIDA Self-Paced Workshops [WIDA Self-Paced Workshops \(mt.gov\)](https://www.mt.gov/wida/self-paced-workshops)
- International Children's Digital Library [ICDL - International Children's Digital Library \(childrenslibrary.org\)](https://www.childrenslibrary.org/)
 - Free online books in multiple languages for children
- Edutopia Resources for Teaching English-Language Learners [Resources for Teaching English-Language Learners | Edutopia](https://www.edutopia.org/resources-for-teaching-english-language-learners)
 - This is an amazing website with so many teaching resources.

MONTANA OFFICE OF PUBLIC INSTRUCTION

2022–2023

ENGLISH LEARNER GUIDANCE FOR SCHOOL DISTRICTS

Effective August 1, 2022



The “Montana English Learner Guidance for School Districts” describes the Office of Public Instruction’s (OPI) policies and procedures required to serve English Learner (EL) students in the state of Montana. These requirements fall under the authority of both state and federal laws and regulations, which are defined further throughout this manual.

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INTRODUCTION

This manual is designed to provide guidance to school districts and to define the state policies for serving English language learner students in Montana's accredited schools. The state Board of Public Education establishes and maintains standards for all public schools in Montana and those private schools seeking accreditation ([§20-2-121, MCA](#)).

English Learners (ELs) are school-aged children whose academic English proficiency, or lack thereof, affects their academic achievement and ability to participate equally in academic programs such as mathematics, reading/language arts, science, and social studies. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The purpose of this document is to outline the requirements for determining the identification of ELs and their respective English proficiency. This document further provides guidance to school districts to offer support for ELs in both social and instructional situations so they may succeed in school settings ([ARM 10.53.301–311](#)).

The landmark Elementary and Secondary Education Act (ESEA) of 1965 was reauthorized as the Every Student Succeeds Act (ESSA) in December 2015. ESSA requires that all children have fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging academic content standards. With this vision, emphasis on educational services, assessment, and accountability have been heightened to serve ELs and close achievement gaps under the authority of Title I and Title III ([ESEA Section 1111\(b\)\(2\)\(B\)\(vii\)\(III\)](#)). A key purpose of Title I under ESSA is to promote educational excellence and equity so that all students master the knowledge and skills required for college and career readiness by the time they graduate high school. Further requirements for ELs are defined under Title VI of the Civil Rights Act of 1964 (Title VI), Equal Educational Opportunities Act of 1974 (EEOA), Montana Code Annotated (MCA), and Administrative Rules of Montana (ARM). These laws, regulations, and state policies require the OPI and school districts to ensure that all students have equal access to education and educators take the appropriate action(s) to help ELs overcome language barriers that impede equal participation in instructional programs.

The following state assessments are used to satisfy the state and federal requirements for the annual assessment of the English language proficiency of ELs:

- ACCESS for ELLs, an online assessment for Grades 1–12;
- Kindergarten ACCESS for ELLs, a paper-based assessment for Kindergarten; and
- Alternate ACCESS for ELLs, a paper-based assessment for ELLs in Grades 1–12 who have significant cognitive disabilities.

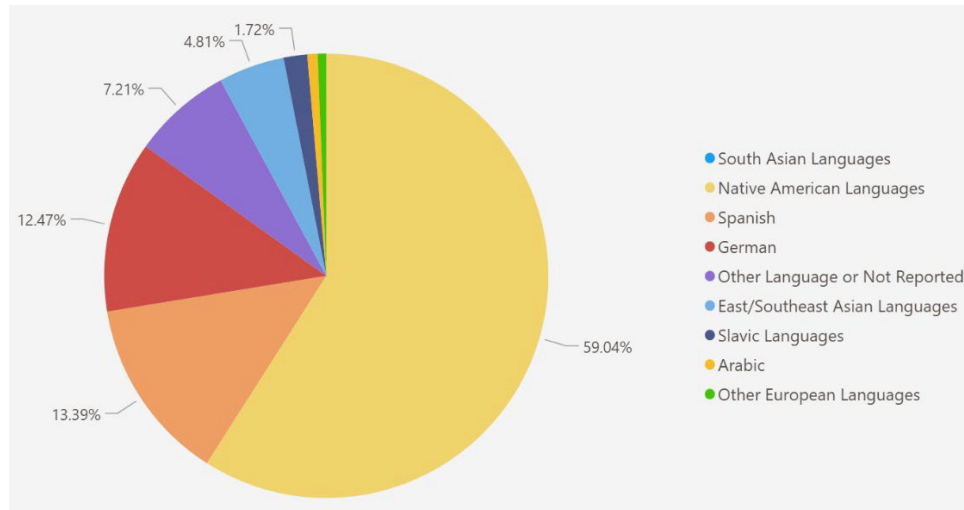
This guidance document paves a path for school districts to create a positive, whole-school environment that welcomes the student, his or her family and culture, provides appropriate learning experiences, and conveys high expectations that will open the door to quality education. School districts are encouraged to use this guidance to understand the state's policies and procedures for identifying and serving ELs. There are also options available for further training and technical assistance to serve ELs.

STATE CONTEXT

Montana is a geographically large, rural state with distinct and unique regional and cultural differences that are reflected in its diverse English learner population. With these vast differences in community composition, it is vitally important for educators to employ differentiated and culturally responsive teaching practices that are attuned to the unique needs of their local English learners. **Figure 1** shown below illustrates the composition of Montana's English learner population by "language of impact," i.e. the language that plays a significant role in their home or community and family heritage. The "language of impact" information reported in **Figure 1** is collected through Montana's state-specific data collection, which is used to study "heritage languages" more deeply (see [ACRONYM GLOSSARY: Table 5](#)). Under the federal reporting categories, the "home primary language" indicates the specific language normally used by the student or normally used by the parents of the student other than English in their home. If having a "home primary language" other than English were the sole criteria, American Indian students

who are primarily English-speaking would not be appropriately represented in this reporting, but the law recognizes that students don't need to be active speakers of the native language to be affected by the language in their communities. The "language of impact" is the language other than English that influences the student's English language development. For more information on this collection, visit the [AIM Data Dictionary Website](#).

Figure 1. Languages of Impact for Montana EL Students, 2019-2020



It is difficult to define ELs as a group, other than to say that they are students who currently lack the academic English necessary to be successful in school. ELs speak dialects of English as well as languages other than English. They come from every socioeconomic class in American society. They may or may not be literate in their home primary language (the specific language spoken by the student or their parents/guardians at home) and may or may not have received any formal schooling in their home language upon enrollment in a Montana school district. ELs may be born in the United States or internationally and could be impacted by a language other than English that influences the student's English language development.

ELs in Montana include:

- American Indian children who are impacted by the heritage language of their family and/or community, such as Piikani (Blackfeet) or Apsáalooke (Crow).
- Hutterite children who learn German as their first language.
- American-born children of immigrants who learn their native language in the home from their parents or guardians.
- Children who come to the United States with their parents or alone (as immigrants, as children of international professors and students at the university level, as migrant workers, as international exchange students and as refugees).
- Children who are adopted internationally by American parents.

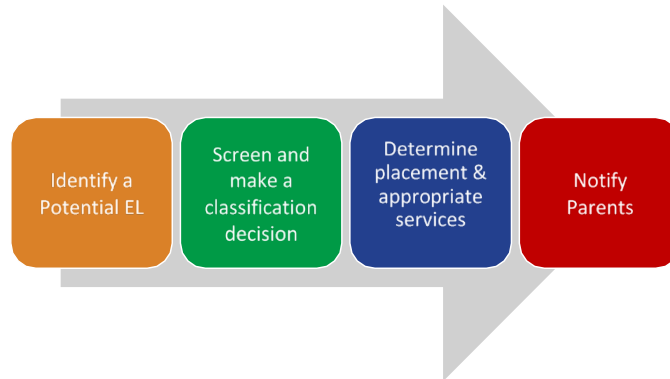
Montana observes the following federal definition to describe ELs, as an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary or secondary school; AND
- (C) (i) who was not born in the United States or whose native language is a language other than English; or
- (ii) who is a Native American or Alaska Native, or a native of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant AND
- (D) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the challenging State academic standards
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society (see ESEA Section 8101(20)).

CRITERIA FOR IDENTIFICATION OF ENGLISH LEARNERS

Figure 2. Criteria for the Identification of ELs



These guidelines are the result of discussions with representatives of school districts in Montana with significant populations of ELs. School districts need to have a process for identifying ELs in their schools that is clearly understood by all administrative, instructional, and counseling staff. As of spring 2001, statewide assessment results must be disaggregated by academic English language proficiency and other student subgroup categories. This data is collected for reporting purposes and in order to provide appropriate support to ELs so that they are served in a standardized and equitable fashion consistent with their individual needs.

RESPONSIBILITIES OF SCHOOL DISTRICTS

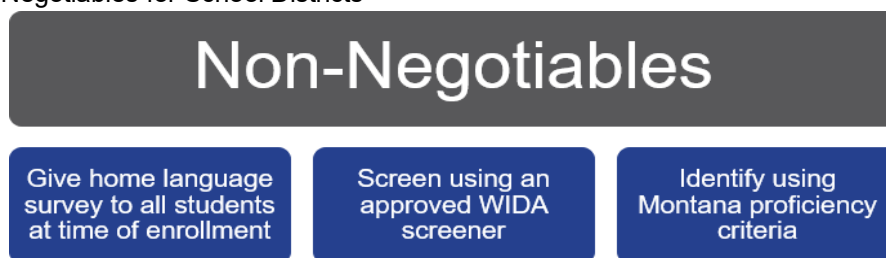
Under state and federal law, all public and accredited non-public school districts are required to identify students who are eligible for language assistance, to provide a sound program of instruction, to assess their English proficiency annually, and to notify parents of their initial placement in, progress within, and exit from the language program.

The Office for Civil Rights designates that the following procedures should be used by school districts to ensure that their programs are serving ELs effectively. **School districts must:**

- identify students who need assistance;
- develop a program which, according to experts, has a reasonable chance for success;
- ensure that necessary staff, curricular materials, and facilities are in place and used properly;
- develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and
- assess the success of the program and modify it where needed.

Additionally, federal law affords children a legal right to education regardless of their immigration status. Eligibility for school enrollment in Montana is based on residency in the school district, not national origin. Children who do not speak English cannot be required to present documents that are not required by any other student while enrolling in school. As schools are not agents of immigration, it is not incumbent upon them to determine a student's immigration status. For further information, please refer to the following [Memoranda on Schools' Obligations toward National Origin Minority Students who are Limited English Proficient](#).

Figure 3. Non-Negotiables for School Districts



Consistent with the Office for Civil Rights, students are entitled to:

- be placed in a classroom appropriate to their age and grade level;
- receive English language instruction regardless of the number of ELs in the school and for as long as it is needed;
- be given tests free of cultural bias and to be tested in their primary language, if possible, for assessment purposes or special education evaluation;
- be placed in special education classrooms only if there is a disability and not because of English language proficiency;
- attend regular classes in art, music, and physical education as well as extracurricular activities, vocational training, and gifted and talented programs; and
- full participation in mainstream classrooms when the student is proficient in English.

PARTICIPATION OF NON-PUBLIC SCHOOLS

Non-public schools are encouraged to serve their English learner students in the same manner as public schools in the spirit of the Civil Rights Act and ESSA. Non-public schools may opt to partner with a public school district or consortium of districts receiving a Title III subgrant for additional EL support materials. However, schools are only eligible for Title III subgrants after providing evidence that they are fulfilling their basic responsibilities to their EL students under Title I ([ESSA 1111\(b\)\(2\)](#)), including standardized identification and annual assessment of EL proficiency. Students at non-public schools may not be included in a public district’s assessment roster for legal privacy reasons; these schools must independently manage their own administration of ELP assessments. Non-public schools interested in such a partnership should arrange a consultation with the public district’s leadership during the spring and contact the [OPI’s Private School Ombudsman](#) for more information.

IDENTIFICATION OF ELS

Montana school districts and the OPI work in partnership to ensure that all data are collaboratively collected, maintained, and reported. See the [AIM Data Collection Schedule](#) for specific dates and specific data points. This dual responsibility to maintain accurate records of EL status, home language, and language of impact ensures a clear picture of the child. This understanding is imperative to inform our systems, resources, and outreach efforts so we can better work with families and our local communities across Montana. Without these timely, accurate, and consistent data collections, we cannot paint a quality picture of Montana’s linguistic diversity. Reporting these data with fidelity ultimately allows us to deliver high-quality EL resources based on local need, increase the distribution of and access to EL resources for schools, and support any required EL program or policy decisions.

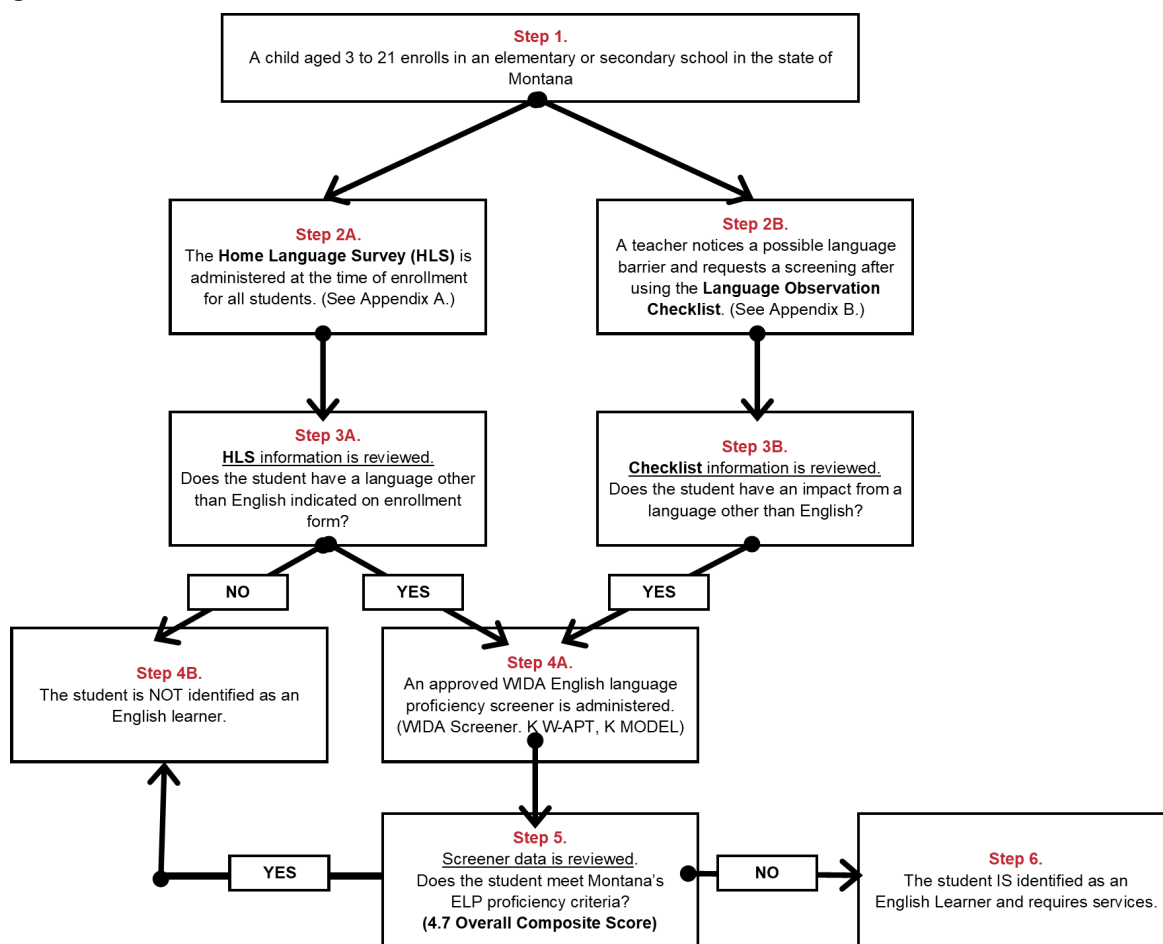
Under federal law, all school districts are required to identify students who are eligible for language assistance (**Figure 4**). School districts must use the guidance from the OPI to identify ELs and annually monitor individual progress in acquiring academic English consistent with all state and federal laws and regulations ([ARM 10.56.104](#)). Additionally, the district clerk must request an EL record transfer in AIM for all students transferring into the school district using the steps outlined in the [EL Tool Guide](#) and provide continuity of services for those students identified in another district.

PRE-SCREENING

The first step in the identification process is to gather data on languages spoken at home, for all students, at the time of enrollment. This data is gathered using Montana’s approved **Home Language Survey (HLS)** found in [Appendix A](#). If the HLS indicates that a language other than English is spoken in the home or if the student has significant exposure to another ancestral language, the student must be screened for possible identification as an EL using one of the approved WIDA screeners. If the HLS indicates that only English is spoken in the home, but the teacher has an indication that the student’s academic language development may have been impacted by another language, the teacher may look at the student’s overall academic performance and administer the **Language Observation Checklist** found in [Appendix B](#). If this checklist indicates that a student is not proficient when compared to their English-speaking peers in reading, writing, or oral language, then the student should be referred for formal identification assessment using an approved WIDA screener (see **Figure 4**).

In communities where there is a community-wide language of impact, care should be taken to assess the academic English language proficiency (foundational skills in reading and writing, listening, and speaking) of kindergarten students upon enrollment in school.

Figure 4. Identification Process



PRE-SCREENING STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Special care should be taken in the screening of students with significant cognitive disabilities who are potential ELs. ELs with significant cognitive disabilities are individuals who have one or more disabilities that significantly impact their intellectual functioning and adaptive behavior as documented on an Individual Education Plan (IEP) and are progressing toward English language proficiency in listening, speaking, reading, and writing. WIDA and the ALTELLA project are currently developing a specialized screening tool to standardize the identification process for potential ELs with significant cognitive disabilities. Currently, Montana recommends that educators conference with parents/guardians and make EL placement decisions based on a combination of survey and observational data.

Educators who are responsible for identification of ELs should work closely with the special education teachers of these students. It is recommended that in addition to the [Home Language Survey](#), the special education teacher of the student gather additional information about the student's communication skills in the first language to aid in the identification process. The OPI is available to assist districts in creating an individualized EL identification process for students who may be difficult to screen with the standard screening tools because of communication issues. To learn more about the characteristics of ELs with significant cognitive disabilities, the following report from the WIDA consortium and the ALTELLA project is available: [Characteristics of English Learners with Significant Cognitive Disabilities: Findings from the Individual Characteristics Questionnaire](#).

ADMINISTERING ELP SCREENERS

All potential ELs must be screened for placement using the OPI's approved ELP screeners so that identification decisions can be based on standardized and objective criteria. The screeners are available to all school districts at no cost. **Figure 5** and **Table 1** below outline the screening tools that are available in Montana. The screeners are required to identify ELs because of the test's alignment with Montana's WIDA English Language Development Standards, WIDA Proficiency Level Definitions, and Montana's English language proficiency criteria (see [ARM 10.53.301–10.53.311](#)).

Students who fall below the minimum scores as defined by Montana's definition of proficiency are eligible for EL services. **Table 1** below details Montana's proficiency and placement criteria. During the 2021-2022 school year, test coordinators will have the option of using the new WIDA Screener for Kindergarten for screening and identifying students in kindergarten or the first semester of first grade. Students in the first semester of kindergarten are only to be screened for their listening and speaking skills, since it is not reasonable to expect them to have already begun formal education in reading and writing.

Figure 5. Approved Screening Tools

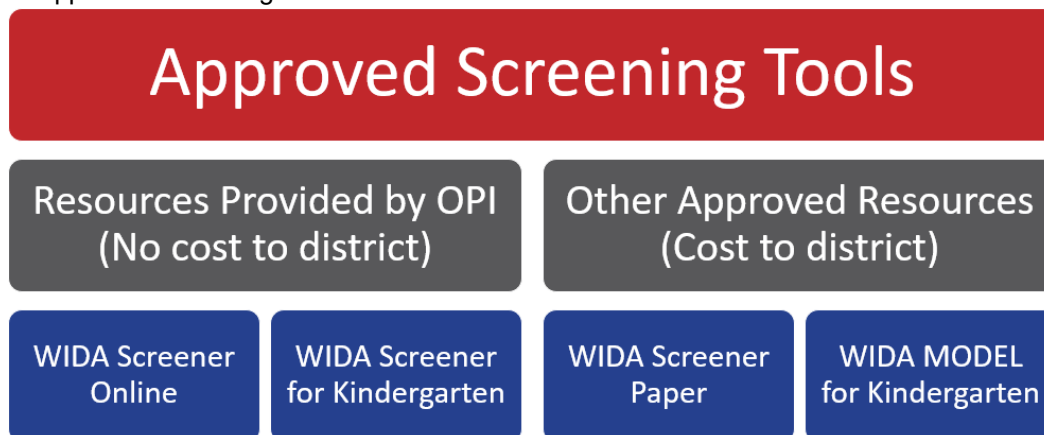


Table 1. Montana’s Screener Criteria

Kindergarten First Semester	Kindergarten Second Semester
<p>Test Name: WIDA Screener for Kindergarten, MODEL for Kindergarten</p> <p>Domains Administered: Speaking and Listening</p> <p>Criteria: K Screener: 5.0+ on Speaking and Listening* K MODEL: 4.7+ on Speaking and Listening</p>	<p>Test Name: WIDA Screener for Kindergarten, MODEL for Kindergarten</p> <p>Domains Administered: Speaking, Listening, Reading, Writing</p> <p>Criteria: K Screener: 5.0+ higher overall composite score* K MODEL: 4.7+ overall composite score</p>
Grade 1 First Semester	Grade 1 Second Semester Grades 2 – 12
<p>Test Name: WIDA Screener for Kindergarten, MODEL for Kindergarten</p> <p>Domains Administered: Speaking, Listening, Reading, Writing</p> <p>Criteria: K Screener: 5.0+ overall composite score* K MODEL: 4.7+ overall composite score</p>	<p>Test Administered: WIDA Screener (online or paper)</p> <p>Domains Administered: Speaking, Listening, Reading, Writing</p> <p>Criteria: 5.0+ overall composite score*</p>

*The WIDA Screener is different from the ACCESS for ELLs ELP assessment and uses smaller data sets to determine domain and composite scores. Montana’s proficiency criteria for the ELP assessment is an overall composite score of 4.7 or higher. However, the WIDA Screener score calculator only rounds scores down to the nearest 0.5 given its limited breadth. The purpose of the screener is to identify EL students and to support the creation of EL plans to help these students reach academic English proficiency. Program decisions should be grounded in evidence so each educator can confidently infer what students know and "can do" according to the [WIDA Can-Do Descriptors](#) and [WIDA English Language Development Standards Framework](#), which are specific to an entire proficiency level. With this tool, decisions for ELs can be made with confidence so that students have the supports in place to develop strong academic English skills. It is in the best interest of students and their language development not to overestimate what they “can do” and instead to set realistic expectations that encourage growth. The screener is directly related to a student’s access to an equitable education, and it has long-term implications for program placement, so students must achieve a composite score of 5.0 or higher to have confidence in their linguistic development and success in and beyond school.

SCREENING TOOLS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Students with mild or moderate disabilities fall under the same criteria as those without disabilities where school districts are required to administer statewide assessments with or without accommodations based on individual student needs consistent with all state and federal laws and regulations. The Individualized Education Program (IEP) team for a student shall determine if the student meets the eligibility criteria for the statewide alternate assessment based on the alternate achievement standards ([ARM 10.56.104](#)). It is recommended to consult with [the OPI’s Special Education Division](#) if you have a student with a significant cognitive disability and need assistance identifying a screening process.

ALTERNATE CRITERIA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

The Individuals with Disabilities Act (IDEA) requires that the “state has established goals for the performance of children with disabilities in the state that are consistent, to the maximum extent appropriate, with other goals and standards for children established by the state.” IDEA further requires that all students be included in the state’s accountability systems.

Students eligible to participate in alternate assessments make up approximately 1% of the total student population. The decision to move a special education student to an alternate assessment has significant implications for the path that a student will take in their K–12 school career. It means the student is not able to participate in the general education curriculum even when provided with accommodations. A student who participates in alternate assessment requires a modified curriculum (See [Appendix I: Alternate Eligibility Criteria](#)).

For students who, because of their disability, cannot participate in the general assessment, the OPI has policies and procedures to follow to determine a child’s participation in the alternate test. Montana meets this requirement through the alternate assessments, the results of which will be included in the state accountability system on a yearly basis.

This “Alternate Eligibility Criteria Worksheet Form” ([Appendix I](#)) is intended to assist IEP teams in determining whether the student should participate in the general or alternate assessments and to address documentation requirements under IDEA. The IEP team must decide which MontCAS assessments (general or alternate) the student will participate in.

For students who are eligible for the alternate assessment, educators are asked to complete the Individual Characteristics Questionnaire (ICQ). The purpose of the ICQ is to learn more about the characteristics of ELs with the most significant cognitive disabilities. These questions have been adapted from questions from the First Contact Survey (Nash, Clark, & Karvonen, 2015) and Learner Characteristics Inventory (Kearns, Kleinert, Kleinert, & Towles-Reeves, 2006).

If you have a student who is eligible to take the alternate assessments, mark the Alternate Assessment checkbox under the Statewide Assessments editor in your AIM system. For students who are eligible to take the alternate assessments and are designated as EL, please indicate LEP in AIM and also mark the Alternate Assessment checkbox. Questions can be directed to the AIM Help Desk at 1-877-424-6681, 406-444-3800, or opiainhelp@mt.gov. Additional information about completing the statewide assessment editor in AIM can be found in the [IEP Updates: Statewide Assessment Editor](#).

SUPPORTING IDENTIFICATION DECISIONS WITH ADDITIONAL ACADEMIC DATA

In addition to using an approved screening tool, school districts are encouraged to support the identification of ELs with data from state, district, and classroom content assessments which may include:

- Writing assessments
- Reading comprehension assessments
- Observation scales
- Oral interview
- Running records
- Developmental reading assessments
- Checklist of reading proficiency carried out in conjunction with district reading program

ACCESSING WIDA SCREENER TEST MATERIALS

The ELP screeners are available in paper and online formats. The WIDA Screener for Kindergarten and the Kindergarten W–APT are paper-based tests administered one-to-one. The WIDA Screener Online for grades 1–12 is a computer-based test with paper options for grades 1-3. Test forms and administration manuals are available to all WIDA Consortium member states at no additional cost. Please contact your System Test Coordinator (STC) to gain access to screening materials and test administration trainings. Questions about accessing screening materials or the WIDA website can be directed to the OPI Assessment Help Desk at 1-844-867-2569 or by email at OPIAssessmentHelpDesk@mt.gov.

UPDATING STUDENT EL INFORMATION IN AIM

All students identified as ELs must be enrolled in the EL program in AIM. See the [AIM Data Collection Schedule](#) for more information. The EL AIM module is used to collect, monitor, and report out on students

identified as ELs by the reporting school district. The OPI uses this data for assessment registration and to calculate student participation in state and federal programs, including the annual ELP assessment. The [EL Tool Guide](#) provides step by step directions for entering EL program participation in AIM.

FREQUENTLY ASKED QUESTIONS ABOUT EL IDENTIFICATION

For a quick reference to the entrance-service-monitor-exit (ESME) process, see [Appendix J](#).

Which school districts are required to identify ELs?

All districts must identify those students who qualify for language support as English learners and provide them with language support as required by state and federal law.

Do EL determinations follow the student if they transfer?

If an EL transfers from a Montana district or other WIDA consortium state school district, the district receiving the student must request the EL records transfer in AIM/Infinite Campus. Then the student's EL status, ACCESS for ELLs assessment results, and other records related to their EL status will follow the student to the new district.

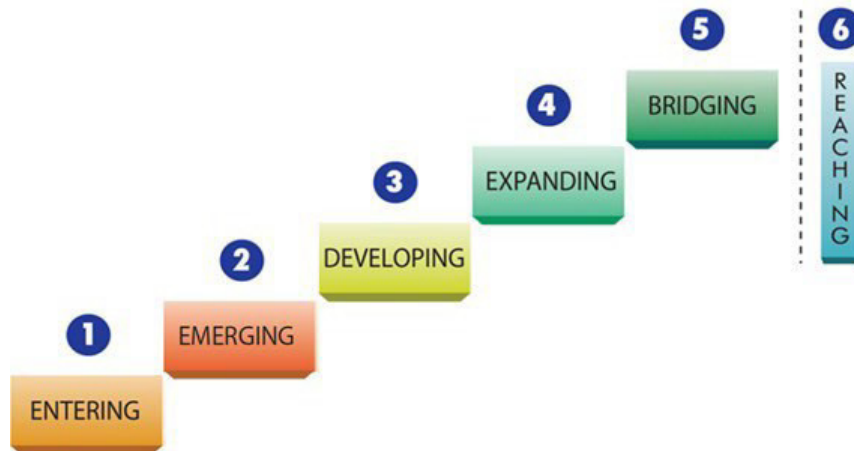
When must an EL be identified?

An EL must be identified as soon as possible, preferably before the start of the school year, but no later than 30 days after the start of the year. A student who enrolls after the start of the school year should be identified within 30 days of enrollment. If an EL transfers from another district, EL records must be requested and transferred from the former district with the student.

What will the ELP screeners tell me about the student?

The results of the screeners will indicate the level of the student's proficiency in each domain (listening, speaking, reading, and writing) and will guide the appropriate program placement and level of service needed. These scores also serve as a starting point for differentiation and scaffolding in content instruction.

Figure 6. Levels of English Language Proficiency



What are the English Language Proficiency levels?

The WIDA standards and assessments include six proficiency levels. According to WIDA, a student reaching “Level 6: Bridging” shows no language characteristics that would distinguish them as needing additional English language services. Such a student would be capable enough in all language domains: speaking, listening, writing, and reading, to be able to benefit fully from mainstream classroom instruction. See [Appendix D: WIDA’s Performance Definitions](#) for WIDA’s performance definitions describing what students can do at each proficiency level. They can also be found at the [WIDA Montana State](#) page.

PROGRAM AND PLACEMENT OPTIONS

Under federal law, school districts must provide a program of instruction to English language learners in their schools.

School districts must provide an instructional program which will support the second language development necessary for language minority students to participate in learning (Equal Opportunity Act, 1974). Providing students who are not proficient in English the same instructional program as English-speaking students is not allowing them equal educational opportunity. Children should be placed in regular classrooms with students of their own age.

Judging students' language proficiency solely on their oral and social language can be problematic when they are not able to meet the academic language and literacy demands of mainstream classrooms. Cummins (1979) defines Basic Interpersonal Communicative Skills (BICS) as the conversational ability that language learners develop in 1–3 years where contextual and non-verbal signals play important roles in comprehension. BICS can be thought of as “playground English.” Cognitive Academic Language Proficiency (CALP), on the other hand, is “a complex network of language and cognitive skills and knowledge required across all content areas for eventual successful academic performance at secondary and university levels of instruction” (Cummins, 1979) (see **Table 2**).

Table 2. A Brief Description of Language Proficiency (based on the work of Jim Cummins)^{3,7}

BICS	CALP
<p>Social language takes approximately 1–3 years to develop.</p> <p>Students develop BICS by observing non-verbal behavior, reactions, and contextual clues which are present in conversation (gestures, facial expressions, pictures, etc.) They acquire language in a development process that generates increasingly more complex structures.</p> <p>Students with BICS:</p> <ul style="list-style-type: none"> • Use English phrases and some colloquial language chunks (Hey, how's it going?) • Carry on intelligible conversations about using high frequency words and topics (e.g., TV, classroom activities, friends, family) • Struggle to perform well on standardized tests of academic skills such as Smarter Balanced or MSA • Pass simple, “BICS-oriented” language proficiency tests 	<p>Classroom Language takes between 5–7 years to develop</p> <p>Students develop CALP with explicit instruction of the academic language of schooling (technical vocabulary, language structures, and discourse patterns specific to academic content areas).</p> <p>Students with CALP:</p> <ul style="list-style-type: none"> • Are able to perform well on standardized tests of academic skills such as Smarter Balanced or MSA • Are able to succeed in context-reduced, cognitively demanding classroom activities involving writing, reading, spelling, test-taking • Communicate orally and in writing with English proficient peers

Academic language is often complex and includes the technical vocabulary and language structures of the content areas (e.g. “osmosis” or “photosynthesis” in science, or literary and grammatical vocabulary in language arts). Academic English language proficiency entails using these technical vocabularies in reading, writing, listening, and speaking (see [Appendix D: WIDA's Performance Definitions](#) for a further description of language proficiency and the stages of second language acquisition).

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”
Lau v. Nichols (1974)

While hiring a full-time English as a Second Language (ESL) teacher or offering a dual language immersion program may not be feasible in many Montana districts, school districts are responsible for providing language development services to ELs. In cases where there is one student, or the numbers are small, the program of instruction may not be provided by a full-time ESL instructor, but rather designed and provided by the mainstream and support instructional staff. The Mid-Continent Regional Educational Laboratory published "[English Language Learner Resource Guide: A Guide for Rural Districts with a Low Incidence of ELs](#)" in 2004, which suggests building leadership capacity, building instructional staff capacity, and building capacity for parent and family involvement. The OPI offers the following programmatic recommendations and considerations for rural districts with low-incidence EL populations as well:

- Design professional development to build the capacity of all teaching staff who will work with ELs.
- Provide support through additional staff and appropriate materials for the most language-rich content areas posing the most difficulties for ELs (Reading/Language Arts or Social Studies).
- Provide targeted and appropriate professional development for instructional staff, e.g. Title I teachers, reading specialists, and other teachers to provide academic language instruction.

Whether your school district decides to implement a professional development program for all teachers who work with English language learning students, or if you adopt one of the more formalized programs (described later in this section), it is essential to remember that the basic program of instruction for ELs is the responsibility of the district. For more guidance, [see the training modules available on the OPI English Learner Page for assistance designing academic English language programs](#). Supplemental services can be provided by Title I and Title III federal programs (see [Appendix H](#) for a sample personalized educational plan for ELs).

PROGRAM PLACEMENT OPTIONS FOR STUDENTS WITH DISABILITIES

It is not enough to assume that an EL with a disability will have their EL needs served by the special education teacher(s). Just like any EL, students with disabilities must have a specific program of instruction to address their English language development needs. This is separate and distinct from their other services. It is, however, best practice to consider and include English learner objectives in the IEP. In school districts where an EL specialist is available, the EL specialist should be included in the IEP team to provide guidance and expertise in establishing EL goals, planning a program of instruction, and implementing that instruction when appropriate.

Steps to include EL students with disabilities in standards-based lessons:

1. Identify the academic language in the lesson;
2. Create language objectives that are grounded in the content objectives;
3. Identify how you will assess language objectives and how you will differentiate the assessments for ELs at different proficiency levels;
4. Identify supports that address the language needs of your ELs with disabilities that will allow them to participate in the lesson; and
5. Provide the accessibility supports that are documented in the IEP for ELs with disabilities.

RESOURCES FOR TEACHERS ON SERVING THE NEEDS OF ELS WITH SIGNIFICANT COGNITIVE DISABILITIES

These resources are helpful for teachers in understanding how to serve the needs of ELs with significant cognitive disabilities. They were created as a part of the ALTELLA project and published by WIDA.

- [ALTELLA Brief 1: Establishing a Definition of English Learners with Significant Cognitive Disabilities](#)
- [ALTELLA Brief 2: Considerations for Educators Serving English Learners with Significant Cognitive Disabilities](#)
- [ALTELLA Brief 3: Nonverbal Communication in Diverse Classrooms: Intercultural Competence Considerations for Supporting English Learners with Significant Cognitive Disabilities](#)
- [ALTELLA Brief 4: Individualized Education Programs for English Learners with Significant Cognitive Disabilities](#)

- [ALTELLA Brief 5: A Framework for Understanding English Learners with Disabilities: Triple the Work](#)
- [ALTELLA Brief 6: Case Examples of English Learners with Significant Cognitive Disabilities](#)
- [ALTELLA Brief 7: The Role of Language and Communication in the Education of English Learners with Significant Cognitive Disabilities](#)

LANGUAGE ACQUISITION AND BEST PRACTICES FOR TEACHING ELS

Acquiring another language is a natural process that best occurs in an environment free of anxiety where the focus is on communication. Below are some best practices to assist ELs with language acquisition (See [Appendix E: Suggested Interventions for EL Students](#) and [Appendix F: SIOP and CALLA Strategies for ELs.](#))

Expose students to rich and varied academic language as much as possible:

- Include linguistically diverse students in all classroom activities.
- Provide sensory (visuals, realia, etc.), graphic (timelines, graphic organizers), and interactive (pairs, groups, multimedia) supports in every lesson.
- Develop content knowledge alongside language abilities at all language proficiency levels.
- Modify and adapt assignments, paraphrase textbook passages, and include supplementary materials where needed to make content accessible.
- Model classroom and lesson expectations and provide clear instructions.
- Teach hands-on, activity-oriented, and visual thematic units to facilitate learning, particularly through small group or cooperative learning in all subject areas.
- Pair language-minority students with English-speaking students as class companions, bus, playground and/or cafeteria helpers.
- Use pictures, realia, movement, and gestures. At the elementary level, songs, rhymes, children's literature, including wordless books and ones that have high correspondence to the pictures in all classes.
- Provide encouragement for the student to continue to speak, read, and write in their native language, particularly if the student is literate.
- Use differentiated and personalized instruction for ELs, as for other students.

As these students should have access to the curriculum, they also should have access to counseling, extracurricular activities, and supplemental programs such as Title I and Title III, gifted education, etc. Advocacy for these students by the administration is critical in ensuring this. [See the classroom and educator resources on the OPI English Learner Page for more resources.](#)

Teachers and tutors who work with ELs can receive technical assistance from the OPI in ways of serving these students in the regular classroom and in support programs. The support of an interpreter during the first few days of school to assist with pertinent information, such as scheduling, lunch routine, etc. may be appropriate. It may not be necessary or desirable to have an interpreter at the student's side all day.

Research shows that students who have a strong background in language and literacy in their first language acquire academic language proficiency in a second language more easily than students without academic language or literacy skills in their first language. For this reason, ELs benefit from opportunities to learn academic content in their native language as well. As part of the school's overall effort to promote cultural pluralism and confidence in the student's ability to learn, the student's knowledge of another language and culture should be honored. In keeping with this premise, the school should not make recommendations to the student's parents, families, or guardians to use only English with them in the home setting, as the use of the native language at home does not debilitate the student's ability to learn English, and efforts by parents or guardians who are not themselves proficient in English may diminish the quality of family communication and interactions.

For more guidance on exemplary systems that support ELs, [see the professional resources available on the OPI English Learner Page](#), which features best practices in districts around the state that are in place to support ELs and interviews with Montana educators about their EL programs and teaching methods.

COMMONLY USED LANGUAGE INSTRUCTION PROGRAMS

The Office for Civil Rights does not mandate any particular program of instruction for ELs, just that the program be based on sound educational theory¹. In districts with few ELs, at a minimum, teachers and administrators must provide necessary alternative language services to students in need of such services and seek any assistance necessary to comply with this requirement. Districts with little experience serving the needs of ELs are encouraged to take advantage of [professional development offered by the OPI](#). Schools with a relatively large number of ELs would be expected to have in place a more formal program. The following are some language acquisition programs that may be considered (**Figure 7**).

For more information on reviewed English language development programs, review the WID [Protocol for Review of Instructional Materials for ELLs \(PRIME\)](#) which correlates the ELD standards to instructional materials. [What Works Clearinghouse](#) is another resource to review research-based instructional materials. To review K–12 instructional materials, visit [Prime V2](#).

Figure 7. Types of Common Language Instruction Programs. For more detailed information on program design please view the OPI’s guidance module on [LIEP models of instruction](#) and refer to these [sample minute requirements per WIDA proficiency level](#) to guide EL program planning.

English as a second language (ESL) instruction
<p>ESL-certified/qualified teacher provides explicit language instruction to students. Instruction focuses on development of proficiency in the English language, including grammar, vocabulary and communication skills.</p> <ul style="list-style-type: none"> • Goals: Proficiency in English • Class format: Students may have a dedicated ESL class in their school day or may receive pull-out ESL instruction where they work with a specialist for short periods during other classes. • Push-in services may look a lot like co-teaching because of the teamwork they require to be effective.
Content-based ESL
<p>ESL-certified/qualified teacher provides language instruction that uses content as a medium for building language skills. Although using content as a means, instruction is still focused primarily on learning English.</p> <ul style="list-style-type: none"> • Goals: Proficiency in English. • Class format: Students may have a dedicated ESL class in their school day or may receive pull-out/push-in ESL instruction.
Sheltered Instruction (SI)
<p>Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs’ linguistic needs. Instruction focuses on teaching academic content rather than the English language itself, even though the acquisition of English may be an instructional goal.</p> <ul style="list-style-type: none"> • Goals: Preparation to meet academic achievement standards. Proficiency in English. • Class population: SI may be used for ELs-only classrooms or for mixed classrooms with ELs and non-ELs. • Instruction is delivered by a general education teacher who is trained or an ESL-certified teacher.
Newcomer Program
<p>ELs who are recent immigrants and might have low literacy and are new to formal education settings receive specialized schooling designed to acclimate them to the American school setting and prepare them to participate in mainstream classes.</p> <ul style="list-style-type: none"> • Goals: Build foundational skills in content areas (basic literacy, math concepts, etc.). • Program length: Newcomer programs may last anywhere from one semester to 4 years. • Program design: Newcomer programs may range from a half-day, in-school program to a full-time, self-contained school.

¹ Detailed information on creating and evaluating programs for ELs is available at on the OCR website here: <http://www2.ed.gov/about/offices/list/ocr/ell/developing.html>.

Figure 7. (cont.)

Transitional bilingual education (TBE)
<p>Students begin in grade K or 1 by receiving instruction all or mostly in their L1, and transition incrementally over to English. Typically, transition to all English is complete by mid- to late elementary school.</p> <ul style="list-style-type: none"> • Goals: Proficiency in English. Typically, students complete their transition by around grade 3. • L1 is used to leverage L2 acquisition, but L1 proficiency is not a program goal. • Balance of L1 and L2: Some TBE programs begin with L1 exclusively; others begin with a majority of L1 and use some L2.
Developmental bilingual education (DBE)
<p>Students begin in grade K or 1 by receiving instruction all or mostly in their L1, and transition incrementally over to English.</p> <ul style="list-style-type: none"> • Goals: Bilingualism and biliteracy. • Balance of L1 and L2: Programs follow either a 50-50 model or a 90- 10 model (which ultimately transitions to 50-50).
Two-way immersion (TWI)
<p>ELs and non-ELs receive instruction in English and a non-English language.</p> <ul style="list-style-type: none"> • Goals: Bilingualism, biliteracy and biculturalism • Balance of L1 and L2: Programs follow either a 50-50 model or a 90-10 model (which ultimately transitions to 50-50).
Heritage Language or Indigenous Language Program
<p>L1 literacy classes are an essential part of a comprehensive program that provides academic rigor to secondary students, keeping them challenged and engaged in school.</p> <ul style="list-style-type: none"> • Goals: Advancement/retention of heritage language literacy. Students will vary in the oral and literacy skills in their first language. • Teachers must be very skilled in differentiating instruction to meet the different literacy needs of native speakers.

FREQUENTLY ASKED QUESTIONS ABOUT PROVIDING PROGRAM SERVICES

This section is adapted from the Office for Civil Rights Questions and Answers on the Rights of ELs.

What standards are available to guide instruction for ELs?

Montana has adopted the [WIDA English Language Development \(ELD\) Standards](#), whose purpose is to guide teachers in instruction that will assist ELs in gaining proficiency in English. Along with the WIDA ELD Standards, WIDA has developed a set of [Can-Do Descriptors](#) which describe what an EL student can do at each level of proficiency and for each domain of speaking, reading, writing and listening. These Descriptors are commonly used to plan differentiated lessons or observe student progress.

[The 2020 Edition of the WIDA ELD Standards Framework](#) is also now available to educators for developing EL instructional programs and integrating language pedagogy in all classrooms. This new edition contains more detailed breakdowns of key language uses in different content areas and the specific linguistic goals for students in each grade cluster. WIDA has made available a [High-Level Comparison of the 2004 and 2020 Standards](#) as well as a self-paced eWorkshop ([The WIDA ELD Standards Framework: A Collaborative Approach](#)) to help educators implement the new framework.

How can I learn more about using ACCESS for ELLs and Screener data from the results reports to guide program and instructional decisions for the ELs in my school?

There are several professional development opportunities for Montana’s educators and administrators to address utilizing the data from the WIDA assessments to make program and instructional choices. The [WIDA Resource Library](#) on the WIDA website has webinars created for Montana’s Educators in the Videos/Webinars section. ACCESS for ELLs Score Interpretation 2015 introduces the various score reports and their uses. Other recorded webinars include trainings on academic language, WIDA standards, performance definitions, can-do descriptors, ACCESS for ELLs, and the WIDA Screener (online and kindergarten). The OPI also provides face to face trainings and online webinars. For more

information about professional development opportunities, contact the OPI Assessment Help Desk at 1-844-867-2569 or email at OPIAssessmentHelpDesk@mt.gov.

What if families do not want their child to have services to address their English needs?

Parents/guardians can opt not to have their child(ren) participate in an EL program. When a family declines participation, the district retains a responsibility to ensure that the student has an equal opportunity to have their English language and academic needs met. School districts can meet this obligation in a variety of ways (e.g. adequate training to classroom teachers on second language acquisition; monitoring the educational progress of the student, etc.). Although these students may not be participating in the EL program, they must be reported as ELs until they test proficient on the state ELP assessment. Parents/Guardians should be informed of these legal stipulations and must decline EL services in writing. (Sample forms are available through [TransACT](#).) That document should be kept in the student's cumulative file.

ACCESSIBILITY

Decisions about supports for ELs for the classroom and for assessments are made on an individual basis. EL teams should consider the student's proficiency skills in English (WIDA Screener and ACCESS for ELLs scores), the student's proficiency in their home language, and the student's instructional history. **Table 3** provides an example of a template to gather information about a student that can be used to help determine EL supports for instruction and assessment.

Table 3. Example Data Gathering Tool

Data to be gathered:	
Student Name, ACCESS Overall Composite Score	Name: Justin, 3.0
Where was the student born?	Born: in US
What is the home primary language or language of impact?	Home language: English and Blackfeet
What are the student's language skills in the home language/language of impact?	Home Language skills: Justin attended a language immersion preschool and has informal speaking and listening skills in Blackfeet. Justin speaks a combination of English and Blackfeet at home with his parents.
When was the child first enrolled in US schools?	Enrolled in US schools: in Kindergarten
What is the student's educational background?	Educational background: 2 years in immersions pre-school, enrolled in Kindergarten.
What is the student's background with English?	Lifelong exposure outside of school; 1.5 years in the academic setting
Screener Scores/ACCESS for ELLs Test Scores: Listening Level: Speaking Level: Reading Level: Writing Level:	WIDA Screener Scores: Listening: 4.0 Speaking: 2.0 Reading: 2.0 Writing: 1.0

There are two categories of general supports for ELs: home language supports and English supports. The former are supports provided to ELs that involve the use of the student's home language. These types of supports are most effective for students whose primary form of communication is not English. English supports are those things provided that do not involve use of home language resources or translations. Home language supports are only effective when the student has had instruction in the content that is being assessed or taught in their home language.

For special population students (e.g., students with disabilities, students with section 504, or EL educational plans), accommodations help these students access the general education curriculum.

Accessibility tools and accommodations should be used in instruction and assessment throughout the school year and at least three months before any state assessments. Supports that are provided on state assessments must be familiar to the student and must match those supports and accommodations that are provided for classroom instruction and assessments throughout the school

year. A student's parents/guardians should be knowledgeable about the supports and accommodations planned for their child so that they are aware of the conditions under which their child will participate in the assessment. The purpose of accessibility is to eliminate the effects of barriers that prevent students from demonstrating what they know and can do. All students can work toward grade-level academic content standards via differentiation and appropriately selected supports and accommodations.

In most cases, the EL supports that are provided to students in the classroom should be the same as those provided for statewide assessments. In some cases, a support that is allowable in the classroom is not appropriate for use on statewide assessments. For instance, a student would not use a word-for-word dictionary on the ACCESS for ELLs test because the test is an assessment of a student's English language skills. It is important for educators to become familiar with [the usability, accessibility, and accommodation OPI guidelines for each state assessment](#) and understand the allowable supports and context for each accessibility feature. These manuals provide guidance on allowable supports for ELs and detail the standardized procedures for administering the state test to ELs. Test administrators who will work with EL assessment must receive test administration, test security, and test accessibility training prior to administration of any state assessments to ensure accurate, valid, and reliable results of student achievement.

PROVIDING ACCOMMODATIONS TO ELS WITH DISABILITIES

Montana has in place procedures to ensure the inclusion of all accredited and public elementary and secondary school students with disabilities in the Montana Comprehensive Assessment System (MontCAS) state testing program.

Under IDEA, the determination of which students are English learners with disabilities and the type of accommodations they receive should be made by the student's IEP team and, if necessary, a 504 Plan should be developed that includes the student's parents or guardians, teachers, school counselors, and others. Some of these identified students may not be able to take one or more of the four domains (Speaking, Listening, Reading, and Writing) of the ACCESS for ELLs assessment due to their disabilities. For more information please go to [OPI Statewide Testing Page on Accessibility Resources](#).

ASSESSMENT

Under state and federal law, all districts are required to assess the English proficiency of English language learners annually ([ARM 10.56.102](#) and [ESSA Section 1111\(b\)\(2\)\(B\)\(vii\)\(III\)](#)).

DATA COLLECTION REQUIREMENTS

School districts must enter and maintain accurate data for ELs in the Achievement in Montana Student Information System/Infinite Campus (AIM) database. Title III of ESSA, requires school districts to disaggregate EL data by the number and percentage of ELs with disabilities, in reporting on (1) the number and percentage of ELs making progress towards ELP; and (2) the number and percentage of former ELs meeting State academic standards for four years after exit. [ESEA Section 3121(a)].

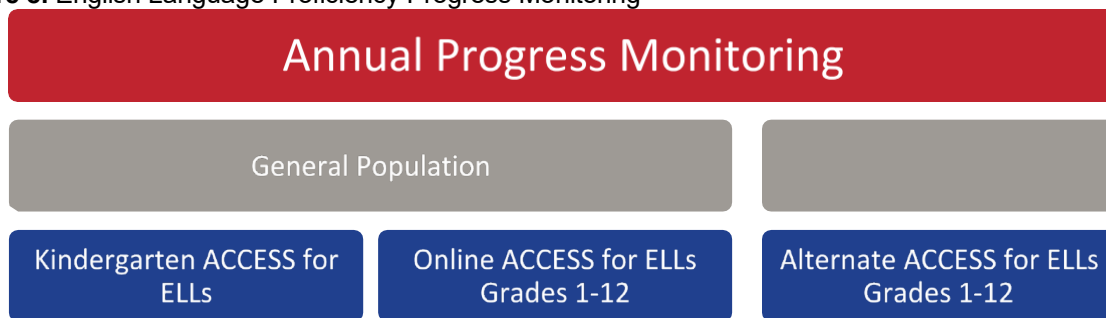
The AIM data elements are:

1. Home Primary Language (HPL)
2. Language of Impact (LOI)
3. EL identification (within 30 days)
4. Date identified as EL
5. Supports for Math/ELA/Science assessments
6. Date exited from EL status
7. Two years of monitoring after exiting EL status

According to the [AIM Data Collection Schedule](#), EL data must be entered into AIM by the October count date in order for students to be registered to participate in the assessment. Students who are identified on

the October count date as EL are registered for the annual ELP assessment. Preparation for the online ACCESS for ELLs assessments can be conducted using the [WIDA Montana State](#) page.

Figure 8. English Language Proficiency Progress Monitoring



ACCESS FOR ELLS ASSESSMENT

In addition to an initial assessment for identification and program placement, all identified ELs must be assessed annually in grades K-12 for ELP in the four domains of listening, speaking, reading, and writing. This includes all ELs who receive special education services no matter what their disability or level of service. All students, including ELs and students with IEPs, identified at the time of state testing must be accounted for when the assessment results are reported to the U.S. Department of Education (ED). The testing window is twelve weeks long and runs from early December through February. More information is available on the [WIDA Montana State](#) page.

The OPI has selected WIDA's ACCESS for ELLs assessment to measure English proficiency for ELs. The ACCESS for ELLs is a large-scale English language proficiency assessment aligned to the WIDA English language development standards (2011). Subtests include the domains of listening, speaking, writing, and reading. There is an Alternate ACCESS for ELLs for EL students who have significant cognitive disabilities. It is important that registration information within the OPI's Achievement in Montana (AIM) student information system be as accurate and complete as possible for the appropriate identification of students eligible for this assessment. An EL must achieve an overall composite score of 4.7 or higher to be considered proficient in academic English and to exit EL status. Montana defines proficiency for the Alternate ACCESS for ELLs test as an overall composite score of P2 for ELs with the most significant cognitive disabilities.

REQUIRED TRAINING FOR TEST ADMINISTRATORS

Annually, all WIDA accounts are reset and refreshed by the OPI. Test administrators are required to be certified every two years for renewal purposes, and first-time certification is mandatory for any new test administrators to be eligible to administer ACCESS for ELLs and the WIDA screeners. Training for school district personnel is available online through the [WIDA Secure Portal](#).

In order to complete the certification process, test administrators must score a minimum of 80% on each of the ACCESS for ELLs training quizzes (Group, Speaking, Kindergarten, and Alternate ACCESS for ELLs) for the assessment components that they will administer. The OPI also provides live webinar and in-person trainings, however, when face-to-face trainings are completed in lieu of the online training, test administrators must still complete the required quizzes online. Periodic training events hosted by the OPI can be found on the [OPI's Learning Opportunities Portal](#). The WIDA website trainings are password protected and must be accessed through [WIDA Secure Portal](#). Test administrators can contact their STC to obtain a personal password. For questions about WIDA accounts, contact the OPI Assessment Help Desk at 1-844-867-2569 or email at OPIAssessmentHelpDesk@mt.gov.

SCORE REPORTS AND MAKING DATA-DRIVEN DECISIONS

All kindergarten domains and the speaking portion of the paper version of grades 1–12 ACCESS for ELLs are rated by test administrators during the test administration. If students take the online ACCESS for

ELLs, which is Montana’s preferred method, the speaking portion of the test is also on the computer, and the test delivery contractor rates the responses for grades 1–12. Printed copies of the following results reports are mailed to schools the first week of April. These reports include each of the following:

Table 4. Score Report Types and Intended Audiences

ACCESS Score Report	Audience or Stakeholder	Types of information
Individual Student Report	<ul style="list-style-type: none"> ● Students ● Parents / Guardians ● Teachers ● School Teams 	Individual student’s scale scores and levels of English language proficiency for language domains (Listening, Speaking, Reading, and Writing) and four composites (Oral Language, Literacy, Comprehension, and Overall Score).
Student Roster Report	<ul style="list-style-type: none"> ● Teachers ● Program Coordinators / Directors ● Administrators 	Scale scores and proficiency levels for each language domain and four composites by school, grade, student, and grade-level cluster.
School Frequency Report	<ul style="list-style-type: none"> ● Program Coordinators / Directors ● Administrators 	Number of students and percent of total tested at each proficiency level for each language domain and four composites within a school.
District Frequency Report (In Montana, District refers to a School System.)	<ul style="list-style-type: none"> ● Program Coordinators / Directors ● Administrators ● School Boards 	Number of students and percentage of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a district.

It is required by law that results be shared with parents/guardians, but School Systems may decide how to do this. It is recommended that a copy of the Individual Student Report be kept in the student’s cumulative file and that another copy be sent home to the parent/guardian for discussions about setting goals and checking progress.

Each school district’s student data file is available on the [WIDA AMS/DRC](#) portal and may be accessed by STCs. Districts may also download translated Individual Student Reports in 47 languages free of charge. These can be found under the **On-Demand Reports** tab of the WIDA AMS website.

INTERPRETIVE GUIDES FOR ACCESS FOR ELLS SCORE REPORTS

WIDA provides this [ACCESS for ELLs Interpretive Guide for Score Reports](#) to help educators and families understand what a student’s domain and composite scores mean for their English language development and proficiency in different areas. WIDA also provides the [Alternate ACCESS for ELLs Interpretive Guide](#) for students with disabilities who take the alternate assessment and [Less Than Four Domains: Creating an Overall Composite Score for English Learners with Individualized Education Plans](#), which lays out methods of calculating scores for students who cannot complete all four domains of the ACCESS or Alternate ACCESS test.

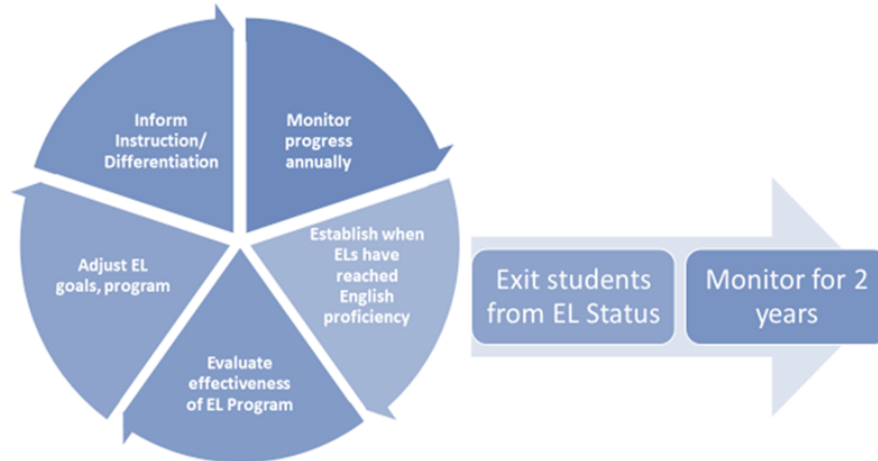
USING ACHIEVEMENT DATA

The OPI recommends using the data from the ACCESS for ELLs as a part of a feedback loop and to inform the continuous improvement process (see [ARM 10.55.601](#)). The state Board of Public Education established the requirement for a continuous school improvement plan where each school district and each of its schools must develop, implement, and evaluate continuous school improvement plans and make the plans available to the public. Individual student score reports should also be used by teachers to craft instructional plans and set meaningful goals for students.

It is required, both by state and federal law, that families be provided with transparency on state testing including participation requirements, time requirements, and information available from the assessments in a timely manner (see [ESSA 1112](#), [ARM 10.56.102\(6\)](#), and [ARM 10.55.603\(3\)-\(4\)](#)). In addition to this requirement, school districts are required to provide timely individual student reports to families, teachers, and principals and include the results on local report cards ([ESSA 1111](#)).

When reports are delivered, the scores are used to monitor annual progress by showing how much a student has grown or when the student meets Montana’s proficiency criteria and is ready to exit the EL program. School districts also use the data to evaluate the effectiveness of the EL program that is in place to serve the needs of their students. Based on the data, a school district may continue to use the same program or may need to make a change if a student is not progressing. School districts can also use achievement data to track progress towards the previous year’s goals and to set new goals for the next annum. Finally, EL achievement and progress data are used by educators to determine the instructional supports and differentiation in content lessons based on the student proficiency levels in each assessment domain (see **Figure 9**).

Figure 9. How to use ACCESS for ELLs Data?



FREQUENTLY ASKED QUESTIONS ABOUT ASSESSMENT

Why does the OPI administer the WIDA screeners and ACCESS for ELLs assessments?

The WIDA screeners are used to provide an objective measure to help districts determine when a student should be identified as an EL. Once a student is identified as an EL, they are registered for the appropriate ACCESS for ELLs test (Kindergarten ACCESS for ELLs, Online ACCESS for ELLs, or Alternate ACCESS for ELLs) to help monitor their academic language progress in grades K-12 according to Montana's proficiency criteria on an annual basis. Student participation is important for both federal and state compliance ESSA ([1111\(b\)](#)) and [ARM 10.56](#)).

What other state assessments must an EL take?

[All ELs must participate in the MontCAS academic content assessments in grades 3–8 and 11 for reading/language arts and mathematics and in grades 5, 8 and 11 for science.](#) ELs who have been enrolled in a US school for less than twelve months qualify for a one-time exemption from the state ELA assessments and may take the ACCESS for ELLs test in place of it. The student must still take the math and science tests for their grade level but may do so with language supports and accommodations.

How should students with disabilities and English learners meaningfully participate in state tests?

All students with disabilities and ELs must be included in state assessments. This has prompted the creation of a range of test participation options, making it possible for students even with the most significant disabilities have the opportunity to demonstrate what they know and can do on a test aligned with general education content standards. There are three options for ELs to participate in state tests:

1. Participate in general population assessments without accommodations.
2. Participate in general population assessments with accommodations ([see Accessibility Resources](#)).
3. Participate in alternate assessments when the [participation criteria](#) are met.

What accommodations may be made for ELs on statewide assessments?

All students identified as ELs must participate in state academic content assessments. ELs must be provided language supports and accommodations on state academic assessments that align with their instructional experience. Examples of frequently used supports for ELs include read aloud, scheduled extended time, and use of an illustrated glossary or bilingual dictionary (no definitions). Students with IEPs or 504 plans are allowed their usual accommodations. State approved accommodations information for testing ELs is available in the [WIDA Accessibility and Accommodations Supplement](#). Specific guidance for EL supports on Montana's math, ELA, and science assessments can be found here: [Designated Supports for ELs on State Assessments](#) and [Designated Supports for ELs on ACT](#).

What about ELs with diagnosed disabilities?

ELs with disabilities may use appropriate accommodations when taking the ACCESS for ELLs and other statewide assessments or may participate in the Alternate ACCESS for ELLs, depending on their IEP. The IEP or 504 team should select appropriate accommodations based on the student's needs and must provide documentation and the rationale for the accommodations on the IEP or 504 Plan. Because of the close link between assessment and instruction, the IEP or 504 Plan must describe how accommodations for assessment are included in the student's classroom instruction and assessment. Always refer to the test administrator's manual prior to testing; some accommodations may render a test invalid.

Why is it important to include all students?

The ESSA, the Individuals with Disabilities Education Act (IDEA), and the Civil Rights Act require the fair and equal treatment of all students. As such, ESSA requires all students to participate in state assessments. This includes all students who receive special education services, no matter what their disability or level of service, and ELs. State assessments are census-based, meaning they are intended to measure the learning of all students in public elementary and secondary schools. For this reason, all students should be included in the state assessment to the fullest extent possible.

How will this data be used for accountability?

Student participation is mandatory for both federal and state compliance. Montana's accountability system uses results from this assessment for all schools with ten or more ELs to calculate the [ESSA EL Progress](#). ELs take this assessment until they reach proficiency according to Montana's proficiency criteria. For accountability purposes, school districts must annually assess all students and in instances of special circumstance may not fall below the 95 percent threshold for the total population or student subgroups. School districts must also adhere to the 1 percent of the total population student cap for students identified as eligible to participate in the alternate assessment(s).

When are the ELP assessments given in Montana?

A WIDA screener is given at the beginning of the school year or after a student transfers into the district and the Home Language Survey has indicated a language of impact. The summative assessment, ACCESS for ELLs, is administered annually from early December to the end of February.

Who is included in Montana's accountability system?

The MontCAS state testing program is designed to ensure that all students participate and are included to the fullest extent possible. Specifically, the OPI's policy is designed to reduce variation in achievement reporting and to ensure maximum student participation in these required assessments. There are extremely rare (low incident) circumstances, such as a major medical event, that may preclude a student from participating in the required state test. However, it is never allowable to exclude students based on expected performance, difficulty in administering the test, disability, or EL status. ELs must be evaluated using an approved OPI ELP screener to determine their identification as an EL and consequent participation in the required state ELP assessment consistent with state and federal policies. All EL students enrolled in grades K-12 are required to participate in one of the ACCESS for ELLs English language proficiency assessments except the following:

- Students with the most significant cognitive disabilities who meet the criteria for participation in an alternate assessment (approximately one percent or fewer of the entire student population). These students will participate in the Alternate ACCESS for ELLs assessment.
- If the student has been enrolled in a US School for less than twelve months, they have a one-time exemption from taking the required state ELA assessment.
- Foreign Exchange Students are expected to participate if the student is enrolled in the AIM/Infinite Campus and included into MAEFAIRS for purposes of determining the Average Number Belonging (ANB) but are not included for accountability.

PROFICIENCY CRITERIA AND EXIT PROCESS

In general, English Language Learners are no longer classified as EL once they have attained the language skills necessary to learn in age and grade appropriate settings in all areas of language development without the use of adapted or modified English materials.

MONTANA'S DEFINITION OF PROFICIENCY

According to Montana's definition of proficiency, a student must achieve an overall composite score of 4.7 or higher on ACCESS for ELLs to be considered proficient in academic English. It was established during the 2019 Montana WIDA Standards Validation Workshop that students at this level of academic English proficiency are statistically just as likely as their non-EL peers to achieve proficiency in other statewide math, science, and language arts assessments.

PROFICIENCY CRITERIA FOR ELS WITH SIGNIFICANT COGNITIVE DISABILITIES

During the 2019 Montana WIDA Standards Validation Workshop, the stakeholders established a minimum requirement to exit EL services for ELs with the most significant cognitive disabilities as an overall composite score of P2 on the Alternate ACCESS for ELLs assessment.

EL EXIT PROCESS

STEP 1: Has the student achieved English language proficiency according to Montana's definition of proficiency? Consider ELP data from the ACCESS for ELLs assessment as provided on the score reports that are delivered to districts in spring (online and on paper) and are stored in students' cumulative files.

STEP 2: Is the student meeting academic achievement expectations for their grade level? Consider additional measures of reading, writing, and language development. Acceptable sources of data can include:

- The reading Science scores (Did the student score proficient or above?)
- Classroom or school assessments of reading comprehension and writing (Is the student meeting grade level expectations in the area of reading comprehension?)
- Input from general education and content teachers.

STEP 3: Is the student's English proficiency sufficient to ensure full participation in society? Consider evidence of receptive and productive language uses to accomplish social and occupational goals within and beyond school (Linquanti and Cook 2013). Types of data to consider:

- Language impact on social pragmatics
- Impact of language on successful use of interpersonal skills to achieve social goals
- Impact of language on behavior

STEP 4: Exit. If the student meets the criteria for proficiency in English language proficiency, academic achievement, and full participation in society within and beyond school, then they may be exited and re-designated as formerly EL in AIM. Parents should be informed of the decision to exit the student from EL status. The student will continue to be monitored for the two years following re-designation.

FREQUENTLY ASKED QUESTIONS ABOUT PROFICIENCY CRITERIA AND EXIT PROCESS

What support should be provided to an EL after he/she is considered proficient?

A student continues to acquire English long after testing proficient on the ACCESS for ELLs. Targeted content area language support may be necessary to support the student's continued success in the mainstream classroom. Performance measures in all content areas should also be considered. In AIM, once a student's Program Exit Date is input, it will show the student as Formerly EL for the two following years while s/he is in monitoring status.

When should exit decisions be made?

Exit decisions should be made within 60 days of receiving the results reports from the ACCESS for ELLs assessments. If it is determined that a student will be re-designated as former EL, the re-designation in AIM must occur by June 30th each year.

Who should make exit decisions?

Ideally, exit decisions are made by a team that may consist of ESL/Bilingual teachers, counselors or administrators, test coordinators, and the general or content area teachers of the student. Once a student demonstrates proficiency using Montana's exit criteria, they must be exited in the student information system (e.g., Infinite Campus, Power School, etc.) and then monitored for two years to make sure they are continuing to demonstrate English proficiency.

FAMILY NOTIFICATION

Under federal law, all school districts are required to notify parents/guardians of the instructional placements of all EL students in their schools. Families must be notified within 30 days of the start of the school year that their student has been identified as EL. If a student enrolls after the start of the school year, the notification must be within two weeks after placement in an EL program.

The notification must include:

1. the reasons for the identification of their child as an EL and in need of placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the method of instruction used in the program in which their child is or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is or will be participating will meet the educational strengths and needs of the child;
5. how such program will specifically help their child learn academic English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for EL students, and the expected rate of graduation from secondary school for such program if funds under this title are used for students in secondary schools;
7. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
8. information pertaining to parental rights that includes written guidance
 - a. detailing —
 - i. the right of parents/guardians to have their child immediately removed from such program upon their request; and
 - ii. the options that families have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - b. assistance for parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

To access free letters and resources, visit transact.com. Districts can login with a school email address and send questions to the Transact support team at 1-425-977-2100 or support@transact.com.

Additionally, the Office for Civil Rights states that “school districts have a responsibility to adequately notify national-origin minority parents of school activities that are called to the attention of other parents. Notification must be sufficient so that parents can make well-informed decisions about the participation of their children in a district's programs and services. Districts may be required to provide notification in the parents' home language.” WIDA provides translations of the Parent Report and a sample parent cover letter in many languages in the [WIDA Resource Library](#).

CONCLUSION

Guidance provided in this document is intended to assist school districts in appropriately identifying and serving English learners within the broad and varied scope of their enrollment in Montana schools. Each district meets the needs of its students in multiple ways, giving careful consideration to the linguistic and cultural resources and experiences they bring to the school community.

OPI CONTACTS

English Learning Specialist

Destin
Markland
406-444-0044
destin.markland@mt.gov

EL Assessment Specialist

Traci Sgrignoli
406-444-4420
traci.sgrignoli@mt.gov

School Improvement Unit Manager

John Gorton
406-459-4281
john.gorton@mt.gov

GENERAL QUESTIONS

OPI Assessment Help Desk at 1-844-867-2569 or email at OPIAssessmentHelpDesk@mt.gov.

OPI AIM Help Desk 1-877-424-6681 or 406-444-3800 or opiainhelp@mt.gov.

[WIDA Secure Portal](#) Client Services Center at 1-866-276-7735 or email at help@wida.us.

[WIDA AMS \(DRC\)](#) at 1-855-787-9615 or email at WIDA@datarecognitioncorp.com.

ACRONYM GLOSSARY

Table 5. List of Common Acronyms, Terms, and Definitions

Acronym		Definition
AIM	Achievement in Montana	The OPI's student information system.
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State for English Language Learners	Montana's English Language Proficiency assessment for English Learners that is given annually from Kindergarten through 12th grade.
BICS	Basic Interpersonal Communication Skills	Language skills needed to interact in social situations.
CALLA	Cognitive Academic Language Learning Approach	A method that was specifically created for students who spoke and wrote with limited English.
CALP	Cognitive Academic Language Proficiency	The abstract language needed to be successful in all content areas.
EL/ELL	English Learner/English Language Learners	See the federal definition on page 7.
ELD	English Language Development	Standards that guide teachers in instruction that will assist ELs in gaining proficiency in English.
ELP	English Language Proficiency	An assessment required by federal and state law to measure an EL's ability to use the English language for communication and academic work.
ESL	English as a Second Language	The use of English by speakers with different native languages.
ESSA	Every Student Succeeds Act	The US law passed in December 2015 that governs the United States K–12 public education policy. The law replaced No Child Left Behind Act (NCLB).
HL	Heritage Language	Languages other than the dominant language (or languages) in a given social context.
HPL	Home Primary Language	The specific language normally used by the student and their family. The state list of languages comes from the Federal code set ISO-639.2 and was updated and approved by the OPI Data Governance committee in June 2018. (See AIM Data Dictionary Website, page 34.)
HLS	Home Language Survey	A questionnaire given to parents/guardians that helps schools identify potential ELs.
IDEA	Individuals with Disabilities Education Act	A four-part piece of American legislation that ensures students with a disability are provided with Free Appropriate Public Education that is tailored to their individual needs.
IEP	Individualized Education Plan	A document that is developed by a team for a student that needs special education services.

LEA	Local Education Authority	Commonly used to describe a school district.
LOC	Language Observation Checklist	A checklist that teachers can use to observe a student's academic ELP.
LOI	Language of Impact	The language other than English that influences the student's English language development. For OPI American Indian student Achievement unit to identify students whose first language is English, the Language of Impact is the tribal (or cultural) language. For immigrant or colony students the Language of Impact is the language spoken at home. (See AIM Data Dictionary Website, page 42.)
MSAA	Multi-State Alternative Assessment	Alternative Assessment to Smarter Balanced for students with significant cognitive disabilities.
OCR	Office of Civil Rights	The U.S. Department of Education entity that ensures equal access to education for all students.
OPI	Office of Public Instruction	Montana's state education agency.
PD	Professional Development	Specialized training intended to help educators improve their professional knowledge, competence, and skills.
SwSCD	Students with Significant Cognitive Disabilities	Refers to a small number of students who are (1) within one or more of the existing categories of disability under the IDEA (e.g., autism, multiple disabilities, traumatic brain injury, mental retardation); and (2) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with systematic instruction.
TI	Title I	Federal funding for LEAs with high numbers of disadvantaged students.
TIII	Title III	Federal funding for LEAs to help ensure that ELs attain ELP and meet state academic standards.
WIDA	World-Class Instructional Design and Assessment	The educational consortium that develops and provides proven tools and supports for ELs and educators.

APPENDICES

[Appendix A: Montana Home Language Survey](#)

[Appendix B: Language Observation Checklist](#)

[Appendix C: Criteria for Identification of English Learners](#)

[Appendix D: WIDA Descriptions of Performance](#)

[Appendix E: Suggested Interventions for EL Students](#)

[Appendix F: SIOP and CALLA Strategies for ELs](#)

[Appendix G: EL Program Placement Letter](#)

[Appendix H: Sample Educational Plan for ELs](#)

[Appendix I: Alternate Eligibility Criteria](#)

[Appendix J: Standardized Entrance-Service-Monitor-Exit Procedures for ELs](#)

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[Providing English Learners with a Language Assistance Program](#)
[Staffing and Supporting an EL Program](#)
[Meaningful Access to Core Curricular, Extra Curricular Programs](#)
[Creating an Inclusive Environment and Avoiding Unnecessary Segregation](#)
[Addressing English Learners with Disabilities](#)
[Serving English Learners who Opt-Out of EL Programs](#)
[Monitoring and Exiting English Learners from EL Programs and Services](#)
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English Learner Checklist for Districts

Annual To-Do List

Fall	<ul style="list-style-type: none"> <input type="checkbox"/> The approved Home Language Survey is given to every student at the time of enrollment. <input type="checkbox"/> District screens potential English Learners (ELs) within 14 days of enrollment using an approved WIDA screener. <input type="checkbox"/> Newly identified students and transfer students are marked correctly in AIM (See: EL Tool Guide for AIM). <input type="checkbox"/> Parents/Guardians of newly identified ELs are notified with an EL Placement Letter within 30 days of enrollment. <input type="checkbox"/> Create EL team to develop language instruction educational program (LIEP) and determine English learner instructional support. <input type="checkbox"/> All ELs should be marked in AIM with the primary home language and/or language of impact by October 14, 2022.
Winter	<ul style="list-style-type: none"> <input type="checkbox"/> All identified ELs are administered the ACCESS for ELLs during the testing window: December 5, 2022 – February 24, 2023.
Spring	<ul style="list-style-type: none"> <input type="checkbox"/> Parents/Guardians are invited to annual EL review meeting. <input type="checkbox"/> ACCESS for ELLs results are received by/in May. Score reports are sent home to parents/guardians. <input type="checkbox"/> ELs are retained in or exited from their program based on Montana proficiency criteria. <input type="checkbox"/> EL team meets to evaluate and make any necessary changes to LIEP/instructional support for the next school year.
Summer	<ul style="list-style-type: none"> <input type="checkbox"/> AIM is updated for students who have been exited from their EL program by June 30th. (See: EL Tool Guide for AIM)

Non-Negotiables of Identification

- Home Language Survey must be given to all students who enroll in the district.
- Only approved WIDA screeners may be used for assessment.
- Identification must be based on Montana’s proficiency criteria.

Contacts

Destin Markland
 English Learning Specialist
 444-0044
destin.markland@mt.gov

Traci Sgrignoli
 Special Populations Assessment Specialist
 444-4420
traci.sgrignoli@mt.gov



Montana
Office of Public Instruction
Elsie Arntzen, Superintendent

APPENDIX A
MONTANA HOME LANGUAGE SURVEY
SCHOOL YEAR 2022-2023
May, 2022

District:

School:

The purpose of this survey is to ensure that your child receives the highest quality education and services to which they are entitled. The information you provide will be used to assist in making the most informed program decisions for your child.

Student Name:

Birth Date:

Parent / Guardian Name:

Sex:

Address:

Home Phone:

Work Phone:

Answer each question by marking either the YES or NO box:

YES

NO

1. Is your child's first-learned or home language anything other than English?

2. Does the child understand or communicate with anyone in the home using a language other than English?

3. Does the child have exposure to another heritage or ancestral language other than English spoken by their family, friends or other community members?

4. Does the child read and/or write in a language other than English?

5. If you answered YES to any question, what language(s) other than English does the student hear or use at home?

AIM Census: Home Language

6. If you answered YES to any questions, what language(s) other than English is the student exposed to in their home or community?

AIM Census: Language of Impact

7. If available, in what language would you prefer to receive communication from the school?

Parent / Guardian Signature:

Date:



Montana
Office of Public Instruction
Elsie Arntzen, Superintendent

**Exited/Former ML/ELs
Monitoring Tool 2 of 2
Spring, 2021**

District:	School:
Student Name:	Date exited EL program:

This is a sample of a monitoring tool that can be used in collaboration with the counseling department or any other stakeholders at the district level to keep track of academic performance of exited/former ELs.

Monitoring Date	Monitoring notes:
	<ol style="list-style-type: none">1. Report a D or F grade on any content class.2. Record any important socio-emotional concerns3. Alert ML/EL coordinator and anyone else on team and have an action plan.4. Other important notes
9/12/21	<ol style="list-style-type: none">1. <i>D in ELA and D in Social studies class.</i>2. <i>Math teacher reported many absences.</i>3. <i>Discussed an action plan with ML/EL coordinator and the content class teachers.</i>4. <i>We have started communication with parents</i>



**WIDA English Language Development
Standards Framework, 2020 Edition**
Kindergarten—Grade 12

Promote equity for multilingual learners • Teach language and content together

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WIDA English Language Development Standards Framework, 2020 Edition

Kindergarten—Grade 12



The WIDA Consortium is a member-based organization made up of U.S. states, territories, and federal agencies dedicated to the research, design, and implementation of a high-quality, standards-based system for K-12 multilingual learners.

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The WIDA International School Consortium is a global network of 500 accredited preK-12 independent schools in over 100 countries focused on educating multilingual learners.

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Introduction



Welcome to the WIDA English Language Development Standards Framework, 2020 Edition

WIDA has historically grounded its work in language development standards as a driver of equity for multilingual learners in curriculum, instruction, and assessment. This new edition reflects a continued commitment to these goals.

Starting in 2004, all editions of the WIDA English Language Development (ELD) Standards have reflected the belief that multilingual learners are best served when they learn content and language together in linguistically and culturally sustaining ways. The 2020 Edition recommits to this belief by maintaining the five original WIDA ELD Standards Statements while adding new and expanded resources to address updates in policy, theory, and practice.

Table 1-1: WIDA ELD Standards Statements

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

The 2020 Edition presents a new supporting organization for the WIDA ELD Standard Statements, along with additional resources, as shown in Table 1-2.

Table 1-2: Organization of the WIDA ELD Standards Framework, 2020 Edition

<p>Section 1: Big Ideas</p>	<ul style="list-style-type: none"> • Equity of access and opportunity are essential for multilingual learners’ preparation for college, career, and civic participation • Integration of language and content is critical in the planning and delivery of instruction • Collaboration among stakeholders is a shared responsibility for educating multilingual learners • A functional approach to language development focuses on the purposeful use of language
<p>Section 2: Understanding the WIDA ELD Standards Framework</p>	<ul style="list-style-type: none"> • The five WIDA ELD Standards Statements—conceptual framing of language and content integration • Key Language Uses—prominent language uses across disciplines • Language Expectations—goals for content-driven language learning • Proficiency Level Descriptors—a continuum of language development
<p>Section 3: Grade-Level Cluster Materials</p>	<ul style="list-style-type: none"> • Representations of the WIDA ELD Standards Framework in sets of grade-level cluster materials • Annotated Language Samples illustrate the WIDA ELD Standards Framework in authentic grade-level texts
<p>Section 4: Resources</p>	<ul style="list-style-type: none"> • Key Language Uses: A Closer Look—extended definitions and examples for each Key Language Use • Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations • Glossary
<p>Appendices</p>	<ol style="list-style-type: none"> A. Meeting ESSA Requirements B. Correspondence Tables for Content and Language Standards C. A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations D. A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes E. High Level Comparison of WIDA ELD Standards Editions F. Theoretical Foundations G. References H. Acknowledgements

WIDA Mission, Vision, and Values

WIDA draws its strength from its mission, vision, and values—the Can Do Philosophy, innovation, service, collaboration, and social justice. This belief system underscores the cultural, social, emotional, and experiential assets of multilingual learners, their families, and educators. It acts as a unifying force that gives the consortium its strength of conviction and action throughout the PreK-12 education community.

Mission

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.



From English Language Learners to Multilingual Learners

Multilingual learners refers to all children and youth who are, or have been, consistently exposed to multiple languages.

As part of its asset-based belief system, WIDA uses the term “multilingual learners” to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis. They include students who are commonly referred to as English language learners (ELLs), dual language learners (DLLs), newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELEs), English learners with disabilities, gifted and talented English learners, heritage language learners, students with English as an additional language (EAL), and students who speak varieties of English or indigenous languages.

Throughout the field of K-12 education, you will encounter various terms to describe multilingual learners. For example, ESSA (2015) uses the term “English learners” (ELs). For policy purposes, the five original WIDA ELD Standards Statements (2004) maintain the term “English language learners.” However, in an effort to encourage the field to use terminology that is asset-based and inclusive, WIDA began to use the term “multilingual learners.” You will see this term used throughout this document, starting with the Guiding Principles of Language Development on the next page.

WIDA Guiding Principles of Language Development (2019)

The updated Guiding Principles of Language Development exemplify the overarching and ever-present WIDA Can Do Philosophy and emphasize the importance of language in learning. They highlight the four Big Ideas of the 2020 Edition.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.
10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.



Audiences and Potential Uses of the WIDA ELD Standards Framework, 2020 Edition

The 2020 Edition of the WIDA ELD Standards Framework is designed for U.S. and international audiences. Table 1-3 outlines an array of uses for the document. While you will notice some overlap, we have placed emphasis on the distinct nature and responsibilities of each group and its contribution to the education of multilingual learners.

Table 1-3: Audience and Potential Uses of the WIDA ELD Standards Framework, 2020 Edition

Audience	Potential Uses of the WIDA ELD Standards Framework, 2020 Edition
State, Territory, and Federal Education Agencies, known as SEAs	<ul style="list-style-type: none"> • Comply with federal policy, including peer review requirements, and other state mandates • Ensure alignment with ACCESS for ELLs, the WIDA annual English language proficiency assessment • Guide state policy, informational documents, and resources inclusive of equity for multilingual learners and their families • Organize professional learning opportunities for educators of multilingual learners
District and School Leaders	<ul style="list-style-type: none"> • Guide local policy, informational documents, and resources • Guide professional learning • Work with teachers, other school leaders, and families to provide guidance on language development • Support teachers in designing and enacting linguistically and culturally sustainable curriculum, instruction, and assessment • Promote collaboration among district and school leadership, content and language teachers, specialists, support staff, students, and families • Prompt coordination of services for multilingual learners and outreach to families • Forge partnerships with multilingual communities
Teachers	<ul style="list-style-type: none"> • Collaborate with colleagues around integration of content and language • Partner to coordinate learning for multilingual learners • Model products, projects, and performances to illustrate evidence of meeting learning expectations • Monitor multilingual learners' language growth • Provide standards-referenced feedback to students and families

Audience	Potential Uses of the WIDA ELD Standards Framework, 2020 Edition
<p>Teacher Educators and Professional Learning Providers</p>	<ul style="list-style-type: none"> • Integrate into courses for pre-service teachers, in-service teachers, and administrators • Guide professional learning around asset-driven education for districts and schools • Model the process for integrating content and language in instruction and assessment • Partner in conducting classroom, school, and district research
<p>Assessment Leaders and Test Developers</p>	<ul style="list-style-type: none"> • Apply to large-scale annual and interim ELP assessment development • Use as a source for alignment and standards-setting studies • Guide in interpreting score reports and in updating interpretive and scoring rubrics • Expand framing of test specifications around Key Language Uses and Language Expectations
<p>International Schools and Educators</p>	<ul style="list-style-type: none"> • Craft a school-wide language policy • Embed language development into curriculum, instruction, and classroom assessment • Collaborate with colleagues to coordinate language services • Share with grade-level teams to create seamless learning experiences for multilingual learners
<p>Students, Families, and Communities</p>	<ul style="list-style-type: none"> • Benefit from clear learning goals that promote equity for all • Benefit from a coherent educational experience based on a standards-aligned system • Benefit from having clarity on what teachers should be teaching and what students should be learning • Understand the language development process and how the WIDA ELD Standards Framework represent the joining of grade-level academic content and language



Section 1: Big Ideas



Big Ideas of the WIDA ELD Standards Framework, 2020 Edition: Kindergarten–Grade 12

This 2020 Edition of the WIDA ELD Standards Framework is anchored by four **Big Ideas** that are interwoven throughout the document. Like the Can Do Philosophy, they support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners’ strengths and needs.

Figure 1-1: Big Ideas in the 2020 Edition



Equity of Opportunity and Access

WIDA’s philosophy is rooted in equity and a commitment to supporting high-quality education for multilingual learners. This support for educational excellence is evident in WIDA’s vision, mission, and values—innovation, service, the Can Do Philosophy, collaboration, and social justice. As a WIDA value, social justice includes creating positive change, challenging discriminatory actions (i.e., in terms of language, culture, and race), and promoting equity to improve the education of multilingual children, youth, and families.

Multilingual learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. Increasing avenues of access, agency, and equity for all multilingual learners—including newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELEs), students with disabilities, and gifted and talented English learners—requires educators to be knowledgeable, skillful, imaginative, and compassionate.

The 2020 Edition of the WIDA ELD Standards Framework is here to guide educators to

- Set high expectations for all students
- Provide access for multilingual learners to rich, standards-based, grade-level content, including by scaffolding up (see the WIDA website for resources about scaffolding)
- Enact linguistically and culturally sustainable pedagogies
- Create opportunities for multilingual learners to
 - engage actively with each other in deep learning
 - access and use multiple languages, including through translanguaging

When designing and delivering standards-based curriculum, instruction, and assessment, educators should consider multilingual learners’

- Previous personal and educational experiences
- Recency of arrival in the United States, if applicable
- Diverse cognitive and behavioral strengths, needs, and abilities
- Home and community
- Languages and cultures

Drawing on students’ linguistic and cultural resources is essential to helping them navigate life in a diverse world, in addition to supporting them in meeting demands of academic content areas as they advance through school.

The 2020 Edition of the WIDA ELD Standards Framework upholds the goal of increasing equity for multilingual learners by providing common and visible language expectations in relation to grade-level academic content. These expectations also serve to increase coherence of policy and practice around the education of multilingual learners at federal, state, and local levels.

Integration of Content and Language

Earlier versions of the WIDA ELD Standards (2004, 2007, 2012) have historically represented the integration of content and language. The 2020 Edition makes the content–language connection more explicit and specific.

By content–language integration, we mean that multilingual learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content.

The 2020 Edition introduces several new ways of looking at the integration of content and language, for example, through Key Language Uses, Language Expectations, and Correspondence Tables for Content and Language Standards (Appendix B); all these (and more) are introduced later in this document.

Multimodality, the use of multiple means of communication, is an essential way for all students to access and engage in the content areas. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means.

In positioning the 2020 Edition to spotlight the variety of ways in which language is used in content area learning, WIDA is drawing educators' attention to multimodality, the use of multiple means of communication. Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. All students are able to both interpret and express ideas with greater flexibility when using

multimodal resources, including multiple languages. Multimodality allows all students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. For example, as students read, they also might refer to illustrations or diagrams, and as students write, they might also represent their ideas numerically or graphically.

The integration of content and language for multilingual learners promotes

- Understanding the connections between content and language
- Making meaning within and across content areas (disciplines)
- Interaction of students with each other in challenging content activities
- Coordination of design and delivery of curriculum, instruction, and assessment

Collaboration among Stakeholders

Districts and schools are complex educational systems with collaboration extending across stakeholders from classrooms, to schools, districts, and the families and communities of students. Stakeholders have different areas of expertise and are often responsible for different aspects of educational planning and delivery; however, collectively they are responsible for the success of multilingual learners.

It is crucial for the academic success of multilingual learners that both language and content teachers and administrators see themselves as responsible for fostering the language development of multilingual learners, and for systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development.

Collaboration among stakeholders (e.g., district and school leaders, content and language teachers, specialists, support personnel, students, families) is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive.

Although different classrooms may have different instructional foci, all classrooms with multilingual learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for multilingual learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of multilingual learners.

Content and language teachers can work together to

- Plan and deliver grade-level standards-based instruction
- Plan for systematic, explicit, and sustained language development alongside the academic demands of the content areas
- Support one another
- Share unique fields of expertise

In this way, multilingual learners and their families benefit from a coherent and shared understanding of expectations and common goals for learning.

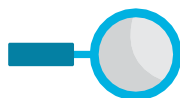
Functional Approach to Language Development

What does WIDA mean by a functional approach to language development? One metaphor for language is a toolbox, containing different tools that are used to communicate, to develop relationships, and to act upon the world. Like any good toolbox, the language toolbox contains various tools that function for different needs. Particular linguistic tools achieve certain purposes. For example, we make choices with language to reflect the topic at hand, the social roles and identities of those involved (am I talking to a college admissions interviewer or to my best friend?), and the needs of our listeners and readers. We make choices with language to organize our ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help multilingual learners expand what they can do with language, thereby growing their language toolbox. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts.

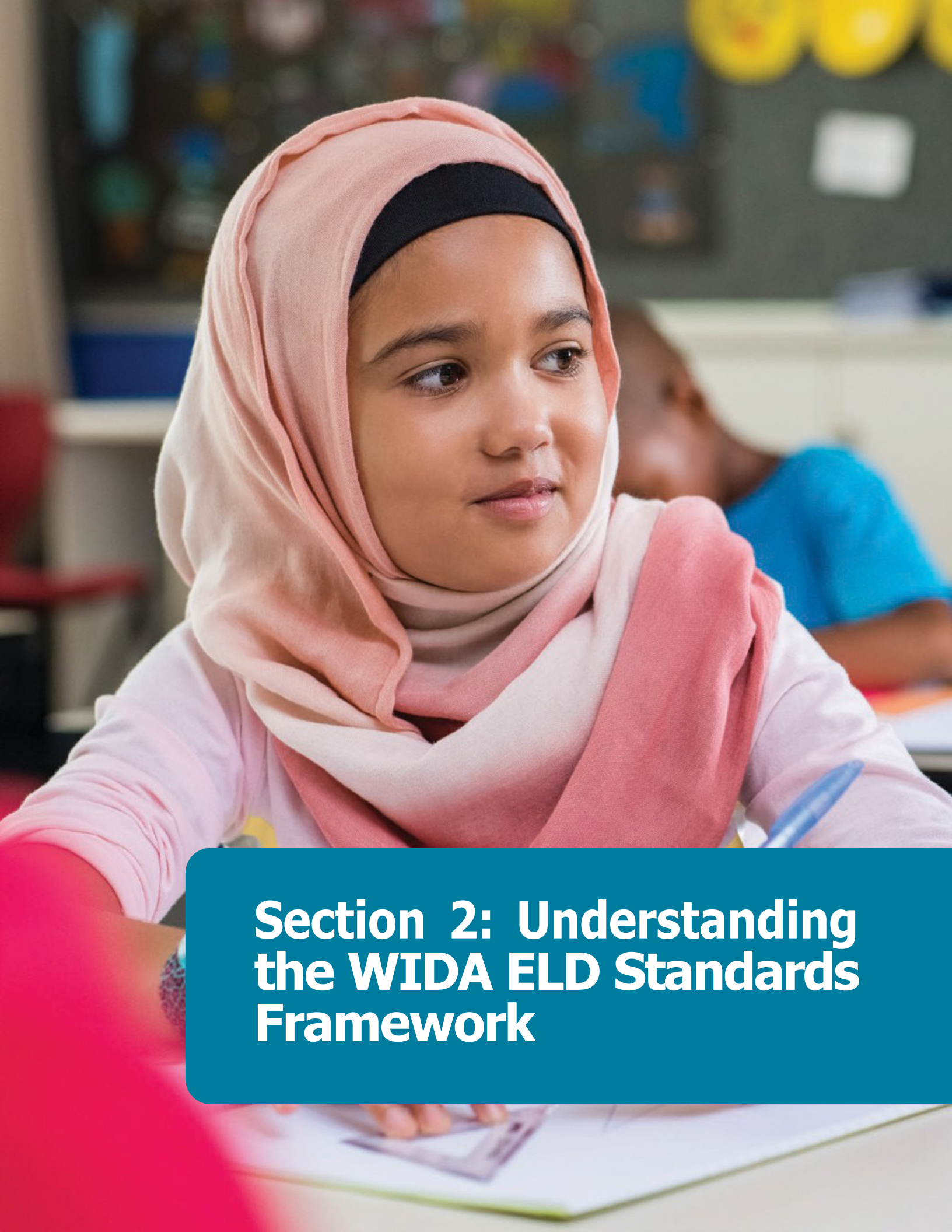
Language: a dynamic system used by particular communities for communicating with others. The choices we make with language enable us to accomplish many purposes (e.g., to represent experiences, share ideas, to enact roles and relationships, and act upon the world).

Language development: an interactive social process that occurs over time to expand what we *can do* with language.

Sociocultural context: the association of language with the culture and community in which it is used. In schools, it refers to the interaction among students and the classroom environment, along with the influences that shape the environment (e.g., purpose, topic, situation, participant's identities and social roles, audience).



To read more about all these Big Ideas, see the WIDA website.



Section 2: Understanding the WIDA ELD Standards Framework

Understanding the WIDA ELD Standards Framework

Underpinned by the four Big Ideas introduced in Section 1, the WIDA ELD Standards Framework is a language development standards framework for K-12 academic settings.

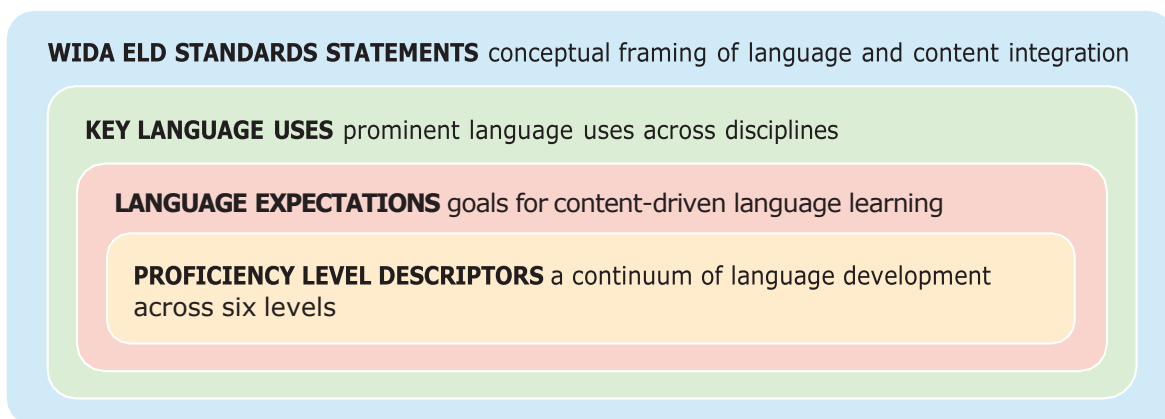
Sometimes people describe a standards framework as being like a map. In the same way that a map points out common, visible landmarks, a standards framework points out common, visible expectations for all students and helps to bring coherence across educational systems. The WIDA ELD Standards Framework is like a map in that it offers language expectations as destination points, as well as road signs to set goals for curriculum, instruction, and assessment for multilingual learners.

The WIDA ELD Standards Framework consists of four components, each explored in the following pages. These four components are like building blocks of language development, and range from broad to narrow in scope. They work together to make a comprehensive picture of language development:

- **Five WIDA ELD Standards Statements** provide the broadest conceptual framing and illustrate the integration of content and language. The standards statements show language use in the service of learning—in other words, language for thinking and doing. They address the language of schooling.
- **Key Language Uses** describe prominent ways that language is used in school, across all disciplines. When educators make choices about how to integrate content and language, the Key Language Uses can help provide focus and coherence.
- **Language Expectations** set goals for content-driven language learning. They add specificity to the ELD Standards Statements and Key Language Uses and make visible the language associated with the content areas. Language Expectations are the statements most similar to what educators generally find in academic content standards.
- **Proficiency Level Descriptors** (PLDs) describe a continuum of language development for activities that target Language Expectations. They provide a detailed articulation of how students might develop language across the six levels of English language proficiency.

Figure 2-1 shows the four components of the framework conceptualized as nested building blocks of language development within sociocultural contexts.

Figure 2-1: The Components of the WIDA ELD Standards Framework



The WIDA ELD Standards Statements

The five standards statements, introduced in Section 1, Table 1-1, represent the language of schooling and provide the broadest conceptual framing of content and language integration.

Each standard is shown in an abbreviated form in Table 2-1, below. Hence *ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts* is abbreviated as *Language for Language Arts* and its reference code is *ELD-LA*.

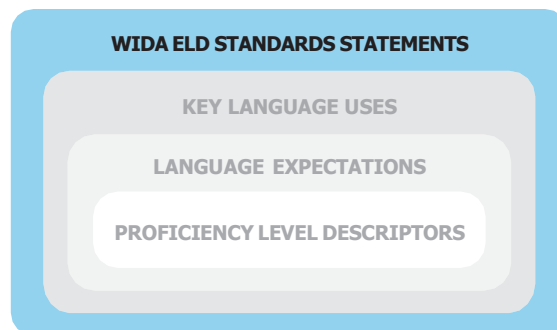


Table 2-1: Abbreviated forms of the Five English Language Development Standards Statements

Abbreviated forms of the Five English Language Development Standards Statements
ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)
ELD Standard 2: Language for Language Arts (ELD-LA)
ELD Standard 3: Language for Mathematics (ELD-MA)
ELD Standard 4: Language for Science (ELD-SC)
ELD Standard 5: Language for Social Studies (ELD-SS)

These abbreviated forms point to WIDA’s functional approach to language development, drawing attention to

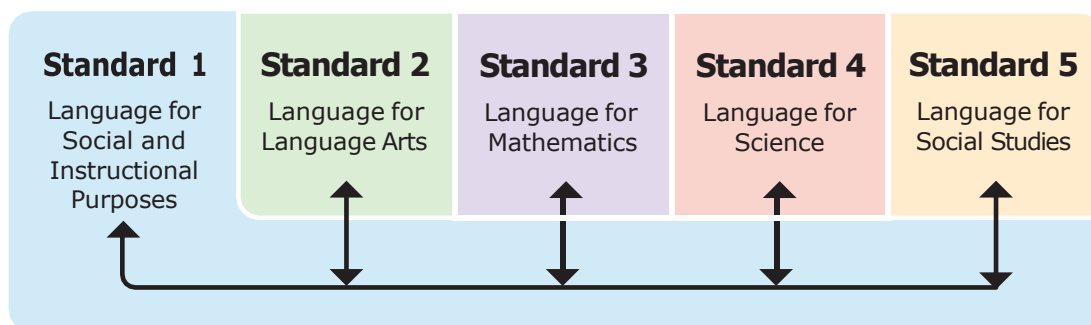
- The dynamic nature of language
- Communicative purposes of the discipline or content area
- The use of language to communicate and make meaning
- Language use in the service of learning—in other words, language for thinking and doing

Standard 1

ELD Standard 1, *Language for Social and Instructional Purposes*, is broader in scope and applicability than the other four ELD Standards Statements that are associated with discipline-specific learning. ELD Standard 1 applies across a range of educational settings, and works both independently from and in conjunction with ELD Standards 2-5. Students communicate to learn but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

ELD Standard 1 encompasses the experiential, linguistic, and cultural backgrounds and identities of multilingual learners in relation to the other ELD Standards. It draws attention to multilingual learners’ positioning in the world that informs their meaning-making in the content areas. It reminds educators of strength-based approaches that meet students where they are in their own contexts, and to bridge the personal, social, and emotional to the academic.

Figure 2-2: Relationship among the WIDA ELD Standards



Standard 1 encompasses multilingual learners' use of language in the following situations:

- **As they expand their linguistic repertoire from English language proficiency level 1 to level 6.** ELD Standard 1 is not just for newcomers and young children, and it is not a precursor to learning disciplinary language. Rather, it encompasses opportunities for multilingual learners to develop language for social and instructional purposes at all language proficiency levels, all grade levels, and in all content areas.
- **Across all disciplines and school settings.** Language for social and instructional purposes is foundational for engagement and learning in every discipline—from core disciplines like language arts and mathematics—to visual and performing arts; health and physical education; cross-disciplinary endeavors like use of technology, and library/media center time; and school-wide activities and events. Language is a part of the entire school day and all educators share responsibility for engaging multilingual learners in rich opportunities to simultaneously learn content and language.
- **Across numerous topics, tasks, and situations.** ELD Standard 1 presents Language Expectations that apply to a range of activities and interactions. Some examples include setting classroom norms; establishing routines; following procedures; asking for clarification; discussing with peers; relating personal ideas, feelings, and views; and exploring languages, cultures, and perspectives.
- **While interacting with others.** Language is, after all, a social practice that is dependent on an awareness of one's own and others' identities, as well as the unique roles and purposes that participants have in communicating with different members of a learning community—including peers, teachers, administrators, counselors, paraprofessionals, interpreters, family and community liaisons, other support staff, and visitors to the school. Interactive learning increases opportunities for multilingual learners to engage fully in content learning and leverage their assets as support for their academic achievements.

Key Language Uses

As part of developing the WIDA ELD Standards Framework, 2020 Edition, WIDA researchers analyzed academic content standards, research literature, and disciplinary practices. They also incorporated an understanding of genre families—categories of texts that share specific characteristics, such as purpose, organization, or other similar patterns of language use. From this research, WIDA has identified four Key Language Uses—Narrate, Inform, Explain, and Argue—that can be used to prioritize and organize the integration of content and language.¹

Key Language Uses exemplify the Big Idea: Functional Approach to Language Development. They emphasize language use for particular purposes, with particular audiences, and in particular sociocultural contexts. They

- Bring focus and coherence to the language of schooling
- Help educators make choices to prioritize and coordinate content and language integration
- Serve as an organizing principle for the Language Expectations

WIDA recognizes that Key Language Uses are one of many different configurations for connecting content to language through standards. The increased emphasis on genre-centered pedagogy (teaching that highlights genres as a way of organizing language use) provides a natural point for collaboration between content and language educators, with Key Language Uses serving as a focus for that partnership.

Key Language Uses share some common aspects across disciplines, and yet each discipline also has unique ways of applying each. Below are brief definitions for each Key Language Use.

- **Narrate** highlights language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support argumentation.
- **Inform** highlights language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.

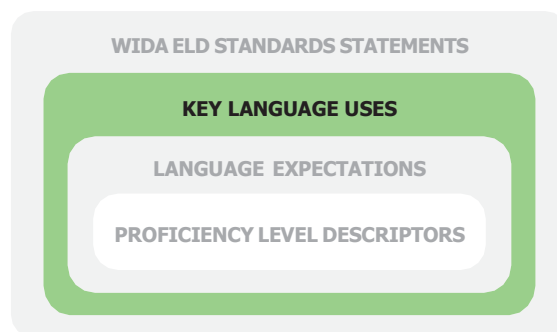
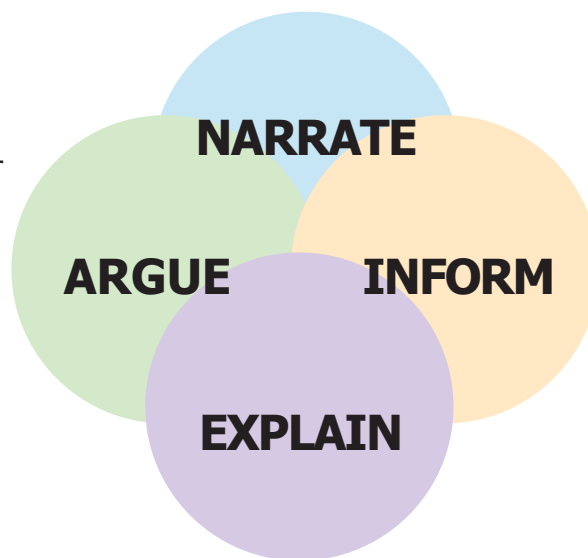


Figure 2-3: Four Key Language Uses



¹ WIDA Key Language Uses have been updated: their definition is refined in the 2020 Edition to mean genre families. “Recount” has been separated into “Narrate” and “Inform.” “Discuss” is not a genre family, but it is threaded throughout all Key Language Uses and applies across all five ELD standards.

- **Explain** highlights language to give an account for how things work or why things happen. As students explain, they substantiate the inner workings of natural, man-made, and social phenomena.
- **Argue** highlights language to justify claims using evidence and reasoning. Argue can be used to advance or defend an idea or solution, change the audience’s point of view, bring about action, or accept a position or evaluation of an issue.

Key Language Uses can overlap and inform each other. Key Language Uses should not be considered strict categorical divisions. As genre families, Key Language Uses can intersect, blend, and build on each other. For example, as students develop complex explanations, they may inform (by naming, defining, describing, or comparing and contrasting something), and even narrate (e.g., by including an anecdote) as they work to help their audiences accurately understand the how or why of a concept (Explain). Narratives can be embedded within other expository structures, such as those in the families of Argue and Explain. Argue can incorporate elements of many Key Language Uses, as it seeks to show an audience the validity of a position or claim.

All Key Language Uses are present across all grade levels and disciplines, and yet at each grade-level cluster and discipline, some are more prominent than others. The emphasis placed on these four Key Language Uses is not intended to restrict curriculum and instruction; rather, it accentuates the most prominent genre families as an organizing principle for the ELD Standards. **The most prominent Key Language Uses are the basis for its Language Expectations.**



For a deeper dive into the features of each Key Language Use across grades and disciplines, visit Section 4: Resources—Key Language Uses: A Closer Look. Appendix C shows K-12 distribution tables of the most prominent Key Language Uses by grade-level cluster and WIDA ELD Standard.

Genres are multimodal types of texts (oral, written, visual) that recur frequently for specific purposes, with specific discourse organization and language features (e.g., biographies).

Genres with similar characteristics (e.g., biographies, autobiographies, short stories) can be grouped together into **genre families** (e.g., narrate).

Key Language Uses reflect the most high-leverage genre families across academic content standards. They are **Narrate, Inform, Explain, and Argue.**

Key Language Uses can overlap and inform each other.

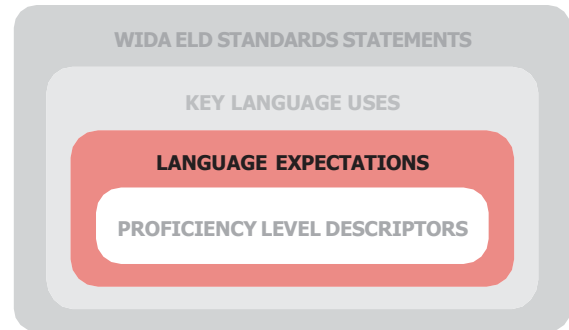
As genre families, Key Language Uses can intersect, blend, and build on each other.

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Language Expectations

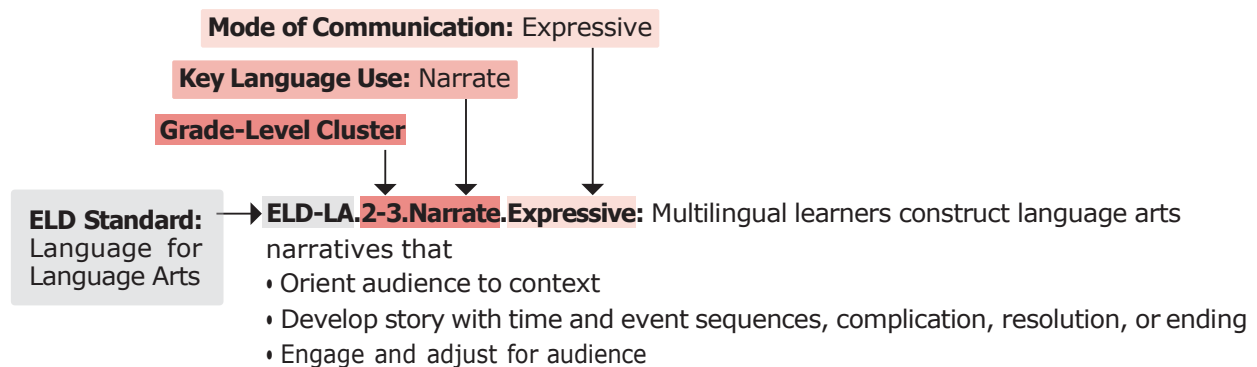
Language Expectations are goals for content-driven language instruction, adding specificity to the ELD Standards Statements and Key Language Uses. They are the statements most similar to what educators generally find in academic content standards. We'd like to call your attention to four aspects of Language Expectations: their reference codes, communication modes, Language Functions, and example Language Features.



Language Expectations: Reference Code

As illustrated in Figure 2-4, each Language Expectation has a reference code that includes the WIDA ELD Standard Statement (incorporating an academic content area), grade-level cluster, Key Language Use, and communication mode.

Figure 2-4: Example Reference Code for a Language Expectation

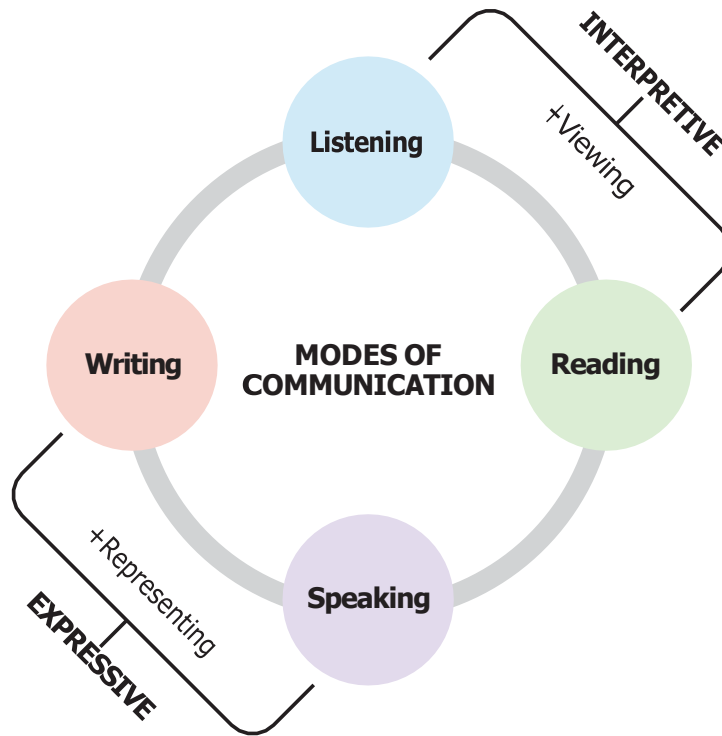


Language Expectations: Communication Modes

In the Language Expectations, the four individual language domains (listening, speaking, reading, and writing) are consolidated into two more inclusive modes of communication: **interpretive** and **expressive**.

- The **interpretive communication mode** encompasses listening, reading, and viewing
- The **expressive communication mode** encompasses speaking, writing, and representing

Figure 2-5: Modes of Communication



These two broader modes of communication (interpretive and expressive) increase accessibility options for students and emphasize multimodal forms of communication (namely, by adding viewing in conjunction with listening and reading as well as representing in conjunction with speaking and writing).

Language Expectations: Language Functions and Features

Developed from a systematic analysis of academic content standards, Language Expectations are built around a set of **Language Functions**. Language Functions are common patterns of language use that showcase particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation.

Reminder: the most *prominent* Key Language Uses are the basis for its Language Expectations.

Table 2-2 presents the Language Expectation for ELD-LA.2-3.Narrate.Expressive. It contains three Language Functions that highlight common patterns of language use associated with Language Arts narratives in grades 2-3:

- Orient audience to context
- Develop story with time and event sequences, complication, and resolution
- Engage and adjust for audience

In order to carry out particular Language Functions, language users rely on various language resources, including **Language Features** (e.g., types of sentences, clauses, phrases, and words). Together, the Language Functions and Features form a dynamic and illustrative set that shows some of the ways language works in service of content learning. Table 2-2 shows the Language Features that accompany the second Language Function from the Language Expectation ELD-LA.2-3.Narrate.Expressive.

Table 2-2: The Anatomy of a Language Expectation

Language Expectation ELD-LA.2-3.Narrate.Expressive		
Stem	Language Function	Example Language Features
<i>Indicates interpretive or expressive mode</i>	Common patterns of language use associated with Key Language Uses (e.g., stages of the genre)	Sample language resources that carry out specific Language Functions (e.g., different types of sentences, clauses, phrases, and words)
Construct language arts narratives that...	Develop story with time and event sequences, complication, resolution, or ending through...	<ul style="list-style-type: none"> • Saying verbs (<i>yelled, said, whispered</i>) to add details about characters in dialogs • Verbs to describe what characters do, think, and feel • Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (<i>Miguel=my little brother=he; that night=the worst night</i>) • Connectors to sequence time (<i>first, next, and then</i>), and events (<i>before, after, later</i>), and to combine and link event details (<i>and, but, so</i>)

This close integration of content and language invites collaboration between content and language educators as they collectively share responsibility for teaching multilingual learners. Language development is its own field of expertise, just as each discipline is. As content and language teachers dive deeper into standards-based planning and delivery of instruction, language specialists can help content teachers learn more about Language Functions and Features. Similarly, content teachers can help language specialists connect to content learning.

Proficiency Level Descriptors

Proficiency Level Descriptors (PLDs) are a detailed articulation of multilingual learners' growth in interpretive and expressive language across levels of English language proficiency.

PLDs describe how multilingual learners use language toward the end of each language proficiency level (PL) until they reach PL6. PL6 is open ended: it indicates that for all of us, language development continues throughout life. Each end-of-level descriptor includes and builds on previous proficiency levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). Educators should scaffold learning and resources across all levels of language proficiency.

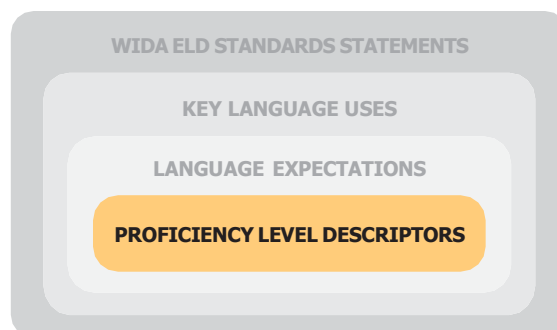
For the purposes of representation and understanding, PLDs describe proficiency in a linear way. However, language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors, including multilingual learners' familiarity with the topic, audience, and situation. Therefore, multilingual learners may take various paths to develop and reach Language Expectations.

At any given point along their continua of language development, multilingual learners may demonstrate a range of abilities within and across each proficiency level. For example, they may speak at a higher proficiency level while write at an earlier proficiency level. A proficiency level does not categorize a multilingual learner (e.g., 'a PL1 student'), but, rather, identifies snapshots of what a multilingual learner knows and can do at a particular stage of language development (e.g., 'a student at PL1' or 'a student whose listening performance is at PL1').

PLDs maintain consistency with the K-12 Performance Definitions of the 2012 edition of the WIDA ELD Standards. As such, the PLDs continue to be written according to the three dimensions of language use: discourse, sentence, and word/phrase.

The Dimensions of Language Use

The dimensions of language use are one way to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions of language that contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).



The relationship between Language Expectations and Proficiency Level Descriptors

Language Expectations offer goals for how all students might use language to meet academic content standards.

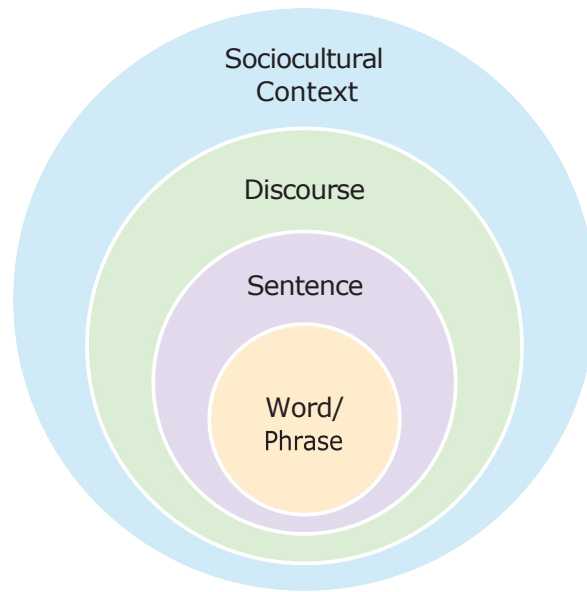
Proficiency Level Descriptors describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations.

The **discourse dimension** imparts overall meaning across an entire text, supported by the sentence and word/phrase dimensions. To consider how a language user constructs a meaningful message, begin by looking at the discourse dimension and the overarching message to see how language is organized to communicate particular ideas, how language holds ideas together in a text (its cohesion), and how loosely or tightly language is packed (its density).

The **sentence dimension** contributes to the grammatical complexity of a text. Language users make choices in how they express ideas and their interrelationships through clauses in various sentences types. These also help shape how a text is sequenced and connected.

The **word/phrase dimension** adds precision to communication. For example, language users strategically select everyday, cross-disciplinary, or technical language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.

Figure 2-6: Dimensions of Language within a Sociocultural Context



Everyday language: language for representing ideas in nontechnical ways (e.g., dogs instead of canines)

Cross-disciplinary language: common academic language used across content area contexts (e.g., analyze, evaluate, summarize)

Technical language: specialized language associated with a content area such as science and history (e.g., mitosis, imperialism)

Table 2-3 updates the Features of Academic Language table (WIDA, 2014). It delineates five criteria across the three dimensions of language, framed within a sociocultural context. In addition to the dimensions and their criteria, the column to the far right presents sample features found in the PLDs.

**Table 2-3: Dimensions of Language in the Proficiency Level Descriptors:
Criteria Foci and Sample Language Features**

The three language dimensions operate within sociocultural contexts for language use.

Dimension	Criteria	Focus on . . .	Sample Language Features
Discourse	Organization of language	How ideas are coherently organized to meet a purpose through organizational patterns characteristic of the genre	Whole text organizational patterns, such as introduction, body, conclusion; claim, evidence, reasoning
	Cohesion of language	How language connects ideas within and across sentences and discourse using a range of cohesive devices	Cohesive devices, such as repeated words, synonyms, pronoun substitution, connectors
	Density of language	How information in noun groups is expanded or consolidated	Noun groups expanded with resources, such as adjectives or other modifiers added before nouns, prepositional phrases following nouns, nominalization
Sentence	Grammatical complexity of language	How relationships are expressed with clauses through simple, compound, and complex sentences	Simple, compound, complex sentences; coordinating, subordinating conjunctions; dependent and independent clauses
Word/Phrase	Precision of language	How everyday, cross-disciplinary, and technical language more effectively conveys precise meaning	A variety of words and phrases, such as adverbials of time, manner, and place; verb types; abstract nouns

Applicable Uses of the WIDA Proficiency Level Descriptors

Below are some non-exhaustive examples of ways the PLDs may be used.

The PLDs might be used during

- Collaboration between language development and content area educators
- Professional learning activities about language development
- School team discussions about the language growth of multilingual learners
- Conversations with families in their preferred language

The PLDs might be used to

- Help design and scaffold classroom instruction and assessment tasks—as one tool among others
- Support teacher and student discussions around language performance in relation to learning goals
- Monitor progress of multilingual learners as they show language growth over time
- Evaluate evidence from student work (portfolio of speaking and writing samples) as part of the eligibility process for special services

Inapplicable Uses of the WIDA Proficiency Level Descriptors

The PLDs should not be used as restrictive examples or as a finite list of student abilities. Nor should they be used to limit access to complex texts and grade-level materials, participation in rigorous learning, or engagement in meaningful classroom discussions. Finally, the grade-level cluster PLDs should not be used to lower expectations or slow student growth.

The Proficiency Level Descriptors should not be used as a sole source to define or categorize a multilingual learner or teacher.

PLDs should not be used as the single document or as the only evidence in high-stakes situations such as

- Identification for special education services; for example in trying to obtain cognitive support services solely based on a student's English language proficiency level
- Description of cognitive ability
- Identification of student readiness abilities
- Tracking for remediation or enrichment
- Grading in report cards
- Consideration for grade placement or retention
- Evaluation of teachers

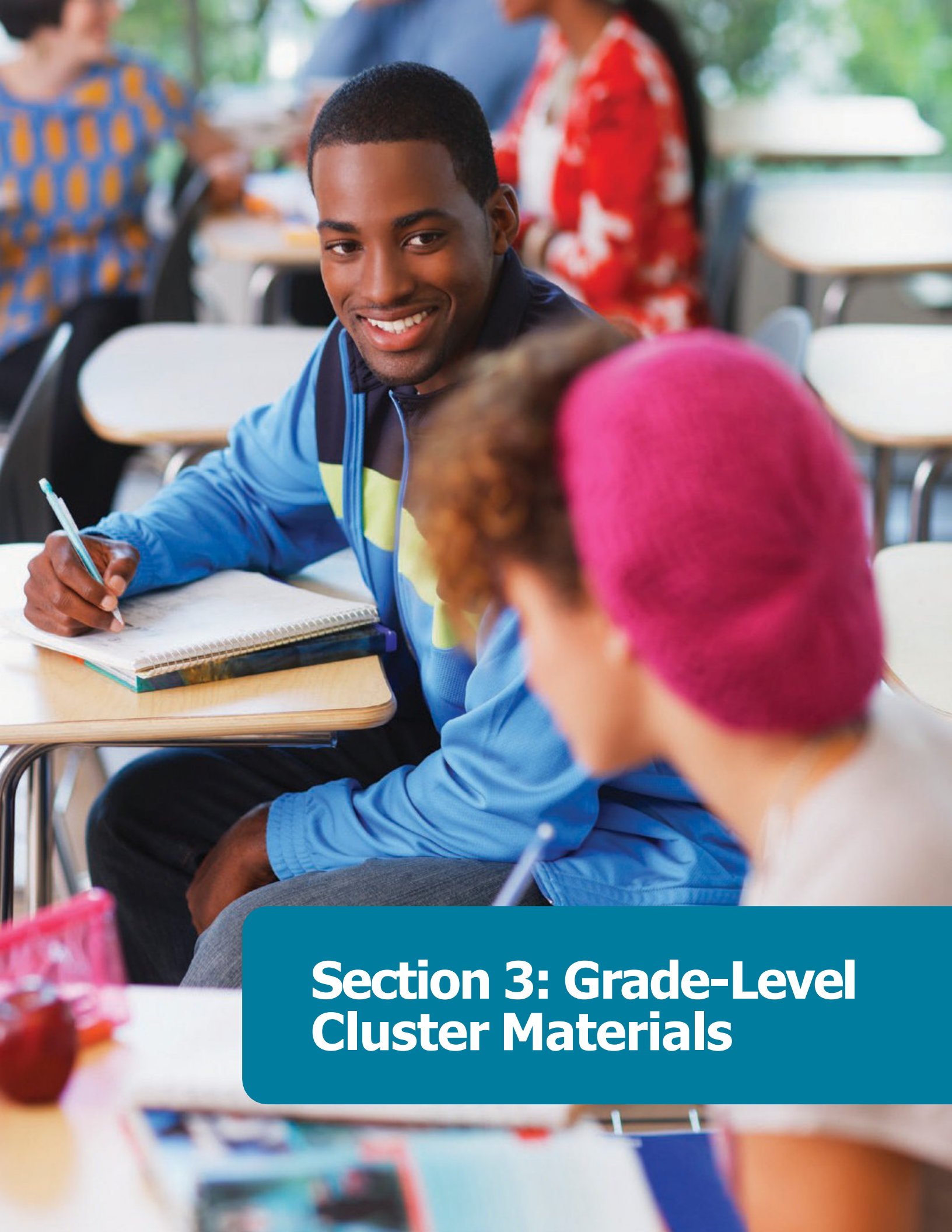
The WIDA ELD Standards Framework: What It is and What It is Not

The WIDA ELD Standards Framework, together with cross-disciplinary academic content standards and disciplinary practices, defines the language multilingual learners need as they move toward college, career, and civic readiness.

The WIDA ELD Standards Framework does not—indeed, cannot—enumerate all or even most of the language of school. Use of the Standards Framework must therefore be complemented by a well-developed, content-rich curriculum and effective pedagogical approaches within an equitable educational program for multilingual learners (See Section 4: Resources—Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations).

Table 2-4: What the WIDA ELD Standards Framework is and What It Is Not

The WIDA ELD Standards Framework is	The WIDA ELD Standards Framework is NOT intended to be
<ul style="list-style-type: none"> • A description of clear and measurable goals for language learning represented by <ul style="list-style-type: none"> • Language Expectations for interpretive and expressive modes of communication • Grade-level cluster PLDs of what multilingual learners can do at consecutive language proficiency levels • A resource for state, district, and school accountability • A guide for informing the design of linguistically and culturally sustaining curriculum, instruction, and assessment • A central component of the comprehensive WIDA research-based system of language standards, assessment, and professional learning 	<ul style="list-style-type: none"> • Statements of grade-level knowledge and skills • A prescriptive document to be enacted without consideration for the local setting • A de facto curriculum or course of study • Specific lessons associated with units of learning with a series of language objectives • A step-by-step process for teaching and learning • An endorsement for any particular language pedagogy • A form of evaluation or a basis for grading • A compendium of academic content standards and disciplinary practices • Used in isolation, independent of grade-level content



Section 3: Grade-Level Cluster Materials

Grade-Level Cluster Materials

WIDA recognizes that English language development occurs over multiple years, is variable, and depends on many factors, such as multilingual learners' ages, maturation, classroom experiences, motivation, attitudes, and types of educational programming.

With this in mind, we have developed sets of materials that are appropriate for students in different grade-level clusters (K, 1, 2-3, 4-5, 6-8, and 9-12). Within each grade-level cluster section, the materials are organized according to the components of the WIDA ELD Standards Framework, and include some additional resources. The grade-level cluster materials help educators enact the WIDA ELD Standards Framework.

Please be sure you have read the information in the previous two sections of this publication:

- Section 1 introduces the Big Ideas that are threaded throughout this document.
- Section 2 introduces the components of the WIDA ELD Standards Framework.

The table on the next page shows the components of the WIDA ELD Standards Framework on the left, and the corresponding grade-level cluster materials on the right.

Grade-level cluster materials rely on a deep understanding of how language works in the service of content learning. Whereas we recognize that collaboration is not possible in every situation, partnerships between language and content teachers are critically important for planning and enacting curriculum, instruction, and assessment for multilingual learners.



Table 3-1: Representations of the Components of the WIDA ELD Standards Framework in Grade-Level Cluster Materials

Section 2: Components of the WIDA ELD Standards Framework	Section 3: Representation of the Framework in Each Grade-Level Cluster Section
<p>WIDA ELD Standards Statements – Language for Social and Instructional Purposes, Language for Language Arts, Language for Mathematics, Language for Science, and Language for Social Studies – the broadest conceptual framing of language and content integration</p>	<p>WIDA ELD Standards Statements – Remain the same from kindergarten through grade 12</p>
<p>Key Language Uses – Narrate, Inform, Explain, Argue – select genre families summarizing the most prominent language uses across academic content standards</p>	<p>Key Language Use Distribution Table – Most prominent Key Language Uses for a particular grade-level cluster and ELD standard</p>
<p>Language Expectations – Interpretive and expressive goals for content-driven language learning</p>	<p>Language Expectations, along with embedded Language Functions and example Language Features</p>
<p>Proficiency Level Descriptors – Continua of language development across six language proficiency levels and six grade-level clusters</p>	<p>Proficiency Level Descriptors – A continuum of language development across six language proficiency levels for a particular grade-level cluster</p>

An additional resource in Section 3, **Annotated Language Samples**, illustrates WIDA ELD Standards Statements, Key Language Uses, and Language Expectations, Functions, and Features in authentic grade-level texts. These samples are drawn from teachers and multilingual students from across the WIDA Consortium. Together, the grade-level cluster materials enhance visibility of language to help educators enact the WIDA ELD Standards Framework, planning for the simultaneous development of content and language in systematic, sustained, and explicit ways.

K

Kindergarten

KINDERGARTEN

Entering kindergarten is a big milestone for many children and their families. Children develop in different ways and at different rates, but in general, kindergartners tend to be quite active—playing, running, enjoying being silly, and making friends. Around this time, young children learn many new skills, from hopping on one foot, to holding a pencil, cutting with scissors, and recognizing colors, shapes, numbers, and letters. As kindergartners develop in social–emotional ways, they are also beginning to learn academic concepts through language and other multimodal means of communication.

The physical, hands-on world of kindergartners fosters their language development. Make-believe, singing, dancing, and playing games create natural connections between school and home, where, bolstered by their families, multilingual learners interact in multiple languages and draw on their cultures and experiences to express feelings, tell stories, and enter the world of print.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for kindergarten:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
 - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic kindergarten texts
- **Proficiency Level Descriptors**

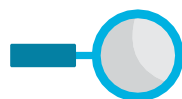
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-2 offers snapshots of some ways students engage in each Key Language Use throughout kindergarten.

Table 3-2: Snapshots of Key Language Uses in Kindergarten

Snapshots of Key Language Uses in Kindergarten	
Narrate	<ul style="list-style-type: none"> • Reflect on their lived experiences • Retell personal experiences • Create imaginative new stories through multimodal text, combining drawings and spelling approximations
Inform	<ul style="list-style-type: none"> • Describe observations about the world around them • Share observations about experiences and topics they know well • Compare and contrast information about individual entities • Categorize objects
Explain	<ul style="list-style-type: none"> • Wonder and ask questions about natural observable phenomena, such how caterpillars become butterflies • Construct pictorial representations of their emerging understandings of phenomena • Ask and answer how things work or why things are the way they are
Argue	<ul style="list-style-type: none"> • Express likes and dislikes on familiar topics, such as food and games • Express emotions stemming from personal experiences • Share opinions about issues from their own lives



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The most prominent Key Language Uses in kindergarten are the basis for its Language Expectations. They are marked with a filled-in circle (●) in the boxes of Table 3-3. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-3: Distribution of Key Language Uses in Kindergarten

Distribution of Key Language Uses in Kindergarten				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●		◐
3. Language for Mathematics		●	◐	◐
4. Language for Science		●	●	◐
5. Language for Social Studies	◐	●		◐

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-1, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive Language Expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-1, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-1 on the next page shows how the Language Functions and Language Features appear.

Figure 3-1: Kindergarten Language Functions and Language Features

K **WIDA ELD STANDARD 2**
KINDERGARTEN Language for Language Arts **Inform**

Language Expectations: Multilingual learners will...

ELD-LA .K .Inform .Interpretive Interpret informational texts in language arts (with prompting and support) by <ul style="list-style-type: none">Identifying main topic and key detailsAsking and answering questions about descriptions of familiar attributes and characteristicsIdentifying word choices in relation to topic or content area	ELD-LA .K .Inform .Expressive Construct informational texts in language arts (with prompting and support) that <ul style="list-style-type: none">Introduce topic for audienceDescribe details and facts
--	--

Language Functions and Sample Language Features

Introduce topic for audience through...

- Pictures, words, title to identify topic
- Pronouns to reference entity (*farmers=they*)
- Oral recounting to share information (*The farmers grow food.*)

Describe details and facts through...

- Nouns to label visuals (*fruit, oranges*)
- Verbs to label actions (*farming*)
- Prepositional phrases to tell about where (*on the farm, in the trees*)
- Visuals (labeled drawings) to support information

Language Functions (common patterns of language use) appear here and again below

Language Features (examples of language resources) appear here

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

Language Expectations: Multilingual learners will...

ELD-LA.K.Narrate.Interpretive

Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K.Narrate.Expressive

Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Language Functions and Sample Language Features

Orient audience to story through...

- Pictures, words, title, simple statements, or common story expressions to introduce context
- Noun groups to state who or what the story is about (*tall man, baby bear*)
- Prepositional phrases to specify location and time (*at Grandma's house, by the river; in the winter, at night*)

Describe story events through...

- Verbs to describe character actions (*jumped*), feelings (*was sad*), behaviors (*eating*)
- Connectors to establish sequence (*then, after, and*)
- Pronouns and renaming to reference a character across the text (*the girl=she=Nancy*)

Language Expectations: Multilingual learners will...

ELD-LA .K.Inform .Interpretive

Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA .K.Inform .Expressive

Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts

Language Functions and Sample Language Features

Introduce topic for audience through...

- Pictures, words, title to identify topic
- Pronouns to reference entity (*farmers=they*)
- Oral recounting to share information (*The farmers grow food.*)

Describe details and facts through...

- Nouns to label visuals (*fruit, oranges*)
- Verbs to label actions (*farming*)
- Prepositional phrases to tell about where (*on the farm, in the trees*)
- Visuals (labeled drawings) to support information

Language Expectations: Multilingual learners will...

ELD-MA.K.Inform.Interpretive

Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.Inform.Expressive

Construct mathematical informational texts (with prompting and support) that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

Language Functions and Sample Language Features

Define or classify concept or entity through...

- Single nouns to represent class of things (*colors, shapes, patterns*)
- Relating verbs (*be, have*) to define, describe, or classify (*The pattern is red, blue, red, blue.*)

Describe a concept or entity through...

- Expanded noun groups to add specificity (*The red star has five points.*)
- Sequential signals (*first, second, then, last*) to describe patterns (*First is a green bear, then two blue bears.*)
- Prepositional phrases (*behind, on top of, under, next to, below, above*) to specify location (*The blue star is next to the green triangle.*)

Compare/contrast concepts or entities through...

- Comparison/contrast language (*both, same, different*) and pointing to differentiate between entities (*This pattern is different than that one.*)
- Causal language (*because, so*) and demonstration to provide reasoning (*I can make a triangle because I have three sticks.*)

Language Expectations: Multilingual learners will...

ELD-SC.K.Inform .Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform .Expressive

Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

Language Functions and Sample Language Features

Introduce others to a topic or entity through...

- Pictures, words, drawings to introduce others to the topic
- Generalized nouns to identify class of things (*pollinators, insects*)
- Pronouns (*it, they*) to reference entity or idea (*insects=they*) (demonstratives identify that this is a plant)
- Oral recounting to share information (*The butterflies fly for a really long time.*)

Provide details about an entity through...

- Prepositional phrases to tell about where (*in the trees, on the flowers, next to, above, below*)
- Verbs to label actions (*fly, grow, eat*)
- Relating verbs (*be, have*) to define entity (*Butterflies are pollinators. Butterflies have antennae.*)
- Adjectives to add details (*red and black wings*)
- Pictures, labeled drawings, words to categorize, compare, and contrast information (*moths=night, butterflies=day*)

Language Expectations: Multilingual learners will...

ELD-SC.K.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

ELD-SC.K.Explain.Expressive

Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Language Functions and Sample Language Features

Describe information from observations about a phenomenon through...

- Single words to identify context (*floating, sinking*)
- Relating verbs (*have, be*) to state relationships or attributes
- Pictures, diagrams, to add information or illustrate phenomenon

Relate how a series of events causes something to happen through...

- Nouns to represent concepts (*investigation*)
- Simple sentences to describe the phenomenon (*A feather floats.*)
- Cohesion to reference ideas, people across text, including pronouns, articles, demonstratives (*it, a, the, this, that*)
- Causal connectors to combine ideas into logical relationships (*so, because, when/then*)
- Connectors to link or compare observations (*Paper floats but rocks sink.*)

Compare multiple solutions to a problem through...

- Simple statements to represent conclusions (*Heavy things float.*)

Language Expectations: Multilingual learners will...

ELD-SS.K.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

ELD-SS.K.Inform.Expressive

Construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question
- Provide a detail about relevant information

Language Functions and Sample Language Features

Introduce topic associated with a compelling or supporting questions through...

- Pictures, words, title to identify topic or concept (*My Neighborhood, Activities*)
- Visuals (labeled drawings, diagrams) to share information about topic attributes

Provide a detail about relevant information through...


- Nouns to label visuals or cultural items (*family members, weather words, food, events*)
- Verbs to label actions and activities (*dancing, cooking*)
- Prepositional phrases to tell about location (*on the block, in the house, next to the store, at Grandma's house, on the bus*)
- Adjectives to add description to labeled nouns and simple sentences (*It is a sunny day.*)

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a blue background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

Annotated Language Sample

Context: This text was written by a multilingual kindergartner. At this time, students were writing every day about their lives or about books they were reading. This is the first of two texts presented here, written by the same kindergartner on two consecutive days. Both are modeled after a book the learner was reading.

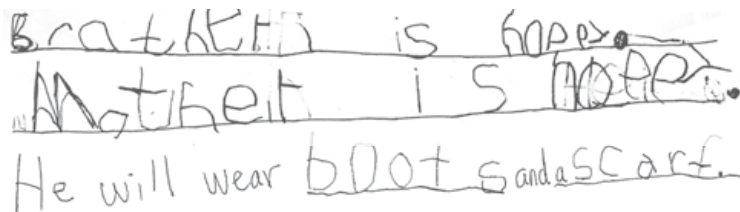
Prompt: It's story writing time!

Language Expectation: ELD-LA.K.Narrate.Expressive
Multilingual learners use language to construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Functions & Features		Functions & Features
<p>Orient audience to story through...</p> <p>Simple statements</p> <ul style="list-style-type: none"> • Brather ... hopey <p>Noun groups to introduce context</p> <ul style="list-style-type: none"> • Brather [brother] • Mother 	<p>Brather [Brother] is hopey [hoping].</p> <p>Mother is hoee [home].</p> <p>He will wear boots and a scarf.</p>	<p>Describe story events through...</p> <p>Verbs (and verb groups)</p> <ul style="list-style-type: none"> • is hopey [hoping] • will wear <p>Pronoun to reference characters</p> <ul style="list-style-type: none"> • Brather ... he

Example of Student Writing



Annotated Language Sample

Context: This is the second text written by the same multilingual kindergartner (the first is on the previous page). The student had been reading informational books about animals.

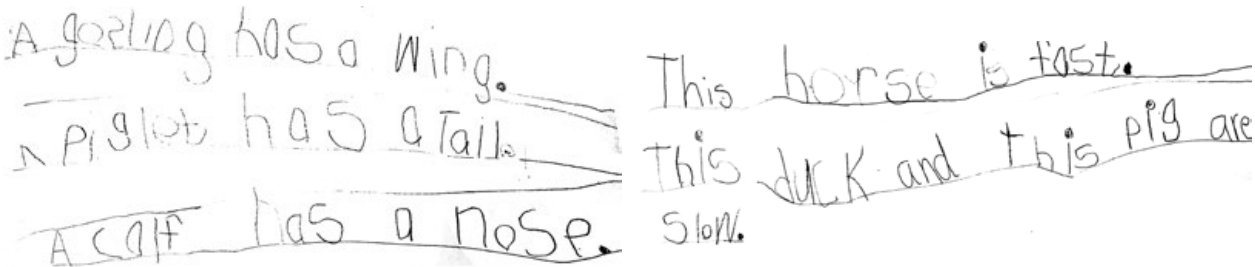
Prompt: "Ok friends, it's writing time! Get out your notebooks and pencils. Remember you can write about books you are reading."

Language Expectation: ELD-SC.K.Inform.Expressive
Multilingual learners use language to construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

Functions & Features		Functions & Features
<p>Introduce others to the topic through...</p> <p>Generalized nouns</p> <ul style="list-style-type: none"> • a gosling • a piglet • a calf • a wing • a tail • a nose 	<p>A gosling has a wing. A piglet has a tail. A calf has a nose. ... This horse is fast. This duck and this pig are slow.</p>	<p>Provide details about an entity through...</p> <p>Relational verbs</p> <ul style="list-style-type: none"> • has, is, are <p>Adjectives to add details</p> <ul style="list-style-type: none"> • fast • slow <p>Noun groups to add details</p> <ul style="list-style-type: none"> • a wing • a tail

Example of Student Writing



Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
 - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (<i>my family</i>) with words, pictures, phrases, or chunks of language	around topics (<i>all about me</i>) with repetition, rhyming, and common language patterns	around topics (<i>all about me</i>) with repetition, rhyming, and other language patterns with short sentences	to meet a purpose (<i>to inform, narrate, entertain</i>) through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words	patterned language with repetitive words and phrases (<i>This is a duck. The duck says quack, quack. This is a goat.</i>)	repetitive words and phrases across a text (<i>Brown bear, brown bear, what do you see?</i>)	some frequently used cohesive devices (demonstratives: <i>this, these, that, those</i>)	a few different types of cohesive devices (<i>repetition, pronoun referencing, etc.</i>)	multiple types of cohesive devices (<i>synonyms, antonyms, repetition</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	labels with single nouns (<i>ball, car</i>)	frequently used single noun groups (<i>my toys, my car, your ball?</i>)	frequently used multi-word noun groups (<i>my favorite book</i>)	multi-word noun groups with connectors (<i>a shiny truck and a red ball</i>)	expanded noun groups with classifiers (<i>the red fire truck</i>)	expanded noun groups with prepositional phrases (<i>the red fire truck in the station</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, and phrases (<i>Anna's chair</i>)	words, pictures, phrases, and chunks of language (<i>ran to her room</i>)	chunks of language (<i>sat in her chair, jumps on her bed</i>)	simple sentences (<i>She picked it up.</i>)	related simple sentences (<i>She picked it up. She carried it to her room.</i>)	multiple related simple sentences (<i>She picked it up. She carried it to her room. She opened it up.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a few words and phrases in familiar contexts and topics (<i>map, desk, hello</i>)	repeated words and phrases in familiar contexts and topics (<i>sound it out, think first</i>)	frequently used words and phrases in familiar contexts (<i>time to clean up</i>)	situation-specific words and phrases (<i>What sounds do we hear?</i>)	an increasing number of words and phrases (<i>We need four different colors to make a pattern.</i>)	a growing number of words and phrases in a variety of contexts (<i>special visitor, school assembly</i>)

Grade K WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose (<i>and, then</i>)	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: <i>The parrot eats nuts and seeds.</i>)	text that conveys an intended purpose with emerging organizational patterns (<i>first, and then, also, next</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	single words and phrases related to topic (<i>water, leaf</i>)	an emerging use of cohesive devices (repetition: <i>water, water, the water</i>)	a few frequently used cohesive devices (repetition: <i>this leaf is red, this leaf is yellow</i>)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i>)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, and phrases (<i>cats and dogs</i>)	words, pictures, phrases and chunks of language (<i>cats meow and dogs bark</i>)	sentence fragments (<i>cats and dogs</i>)	sentence fragments and emerging use of simple sentences (<i>Dogs sleep, Dogs bark.</i>)	simple sentences (<i>Cats like to climb. Dogs like to run.</i>)	sentences with emerging use of clauses (<i>My cat sleeps all day. My dog runs all the time. They are my pets.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	frequently reoccurring words and phrases (<i>Good Morning, let's play</i>)	emerging use of words and phrases with attempted precision (<i>Today is Friday, September 15.</i>)	few frequently used words and phrases with emerging precision (<i>lunch time, morning meeting</i>)	some frequently used words and phrases with some precision (<i>my pattern is red, blue, red, blue</i>)	a small repertoire of words and phrases with developing precision (<i>beautiful butterfly, repeating pattern</i>)	a growing repertoire of words and phrases with growing precision (<i>green and yellow stripes</i>)

GRADE 1

Grade 1

Moving from kindergarten to first grade can mean big changes for children in the way they think about and interact with peers and their surroundings. In general, these young learners tend to ask and answer questions about the world, themselves, and texts in multimodal ways (for example, oral, visual, or written). Social and thinking skills develop rapidly as first graders actively explore their environment and look for answers in increasingly logical ways. Working with partners or in small groups, students feel proud to share their discoveries with others. They start to combine spoken language with some reading and writing, and make connections among ideas, illustrations, and words.

In first grade, educators and families may easily connect school to home by encouraging multilingual learners to share observations about the world in multiple languages. For example, academic learning can readily be reinforced at home simply by walking around the neighborhood to describe plant life or notice environmental print. Activities like dancing, playing games, and doing chores are also great opportunities to strengthen the home–school connection in culturally and linguistically sustaining ways. Likewise, in school, multicultural books allow students to practice academic concepts in ways that reflect the experiences of multilingual learners and their families.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grade 1:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
 - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-4 offers snapshots of some ways students engage in each Key Language Use throughout grade 1.

Table 3-4: Snapshots of Key Language Uses in Grade 1

Snapshots of Key Language Uses in Grade 1	
Narrate	<ul style="list-style-type: none"> • Imagine and create new stories • Begin to develop a sense of story structures • Interpret narratives read aloud with predictable structures and language patterns
Inform	<ul style="list-style-type: none"> • Describe and define familiar concepts or topics • Categorize and classify information • Interpret and construct brief descriptions or reports on familiar, concrete entities, such as animals, objects, places, or people
Explain	<ul style="list-style-type: none"> • Describe their observations in relation to concrete phenomena in their immediate environment • Ask and answer questions about how things work or why things are the way they are • Interpret and construct multimodal representations of their emerging understandings of observed relationships
Argue	<ul style="list-style-type: none"> • Formulate opinions • Give reasons for their opinions • Interpret persuasive texts



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grade 1 are the **basis for its Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-5. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-5: Distribution of Key Language Uses in Grade 1

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●		◐
3. Language for Mathematics		●	◐	◐
4. Language for Science		●	●	◐
5. Language for Social Studies	◐	●		●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Function

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-2, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-2, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-2 on the next page shows how the Language Functions and Language Features appear.

Figure 3-2: Grade 1 Language Functions and Language Features

GRADE
1

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

<p>ELD-LA .1 .Inform .Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying main topic and/or entity and key details • Asking and answering questions about descriptions of attributes and characteristics • Identifying word choices in relation to topic or content area 	<p>ELD-LA .1 .Inform .Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Describe attributes and characteristics with facts, definitions, and relevant details
--	--

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Title, generalized nouns to introduce topic (*The Desert, Lizards*)
- Relating verbs (*have, be, belong to*) to define the topic (*Lizards are reptiles.*) or state of entity (*The river is long.*)
- Pronouns (*it, they*), demonstratives (*this, these, that, those*), renaming (*lizard=it*) to reference topic across text

Describe attributes and characteristics with facts, definitions, and relevant details through...

- Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size (*red and yellow feathers*)
- Prepositional phrases to describe place or location (*on the ground, in Antarctica*)
- Compound sentences to add details (*Birds like fruit and seeds. The river is long and deep.*)
- Doing verbs to describe actions (*eats, lives*)
- Visuals (labeled drawings) to support information

Language Functions (common patterns of language use) appear here and again below

Language Features (examples of language resources) appear here

GRADE

1

WIDA ELD STANDARD 1 Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

GRADE

1

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADE 1

WIDA ELD STANDARD 2 Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA .1 .Narrate .Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA .1 .Narrate .Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to story through...

- Pictures, words, title, statements or common story expressions (*Once upon a time*) to introduce context
- Noun groups to state who or what the story is about (*the white swans, Joey's big family*)
- Simple statements to introduce the problem (*They got lost.*)
- Prepositional phrases to specify location and time (*by the river, in the barn, during the summer, last year, every night*)

Develop story events through...

- Verbs to describe what characters do, think, feel, and say
- Connectors to sequence time (*first, next, and then*), and events (*before, after, later*), and to combine and link event details (*and, but, so*)
- Pronouns, renaming, and synonyms to reference a character or idea across the text (*my neighbor=Bob, the tree fort=my special place*)
- Simple statement to provide closure (*The End, And then we went home.*)

Engage and adjust for audience through...

- Pictures and other graphics to complement the storyline
- Word choices to convey attitudes, develop suspense, share excitement (*my best friend, really scary, wonderful!*)
- Literary and familiar expressions (*big, ugly monster; run, run as fast as you can!*), sensory language (*yucky*) onomatopoeia (*BOOM! CRASH!*) to add interest; tone of voice and gesturing to tell a story

Language Expectations: Multilingual learners will...

ELD-LA .1 .Inform .Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA .1 .Inform .Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Title, generalized nouns to introduce topic (*The Desert, Lizards*)
- Relating verbs (*have, be, belong to*) to define the topic (*Lizards are reptiles.*) or state of entity (*The river is long.*)
- Pronouns (*it, they*), demonstratives (*this, these, that, those*), renaming (*lizard=it*) to reference topic across text

Describe attributes and characteristics with facts, definitions, and relevant details through...

- Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size (*red and yellow feathers*)
- Prepositional phrases to describe place or location (*on the ground, in Antarctica*)
- Compound sentences to add details (*Birds like fruit and seeds. The river is long and deep.*)
- Doing verbs to describe actions (*eats, lives*)
- Visuals (labeled drawings) to support information

Language Expectations: Multilingual learners will...

ELD-MA .1 .Inform .Interpretive

Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

ELD-MA .1 .Inform .Expressive

Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

Language Functions and Sample Language Features

Define or classify concept or entity through...

- Generalized nouns to identify class of things (*shapes, patterns, properties*)
- Relating verbs (*be, have*) to define, describe, or classify (*Rectangles have four sides. This is a closed shape.*)

Describe a concept or entity through...

- Expanded noun groups to add specificity (*this has three equal sides*)
- Technical word choices to add precision and detail (*flat or solid shapes*)
- Common phrasal verbs (*part of, put together*) to describe concepts (*These two halves are part of the whole triangle.*)
- Conditional clauses (*if/then*) to demonstrate relationships (*If I put these shapes together then I can make a rectangle.*)

Compare/contrast concepts or entities through...

- Compare/contrast signals (*both, same, different, but*) to differentiate attributes of objects (*They are both solids but this one is a triangle and this one is a cube.*)
- Causal connectors (*because, so*) to link ideas and provide reasoning (*These two shapes are the same kind because they both have four sides.*)

Language Expectations: Multilingual learners will...

ELD-SC.1.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

Language Functions and Sample Language Features

Introduce others to the topic or entity through...

- Generalized nouns to introduce topic or idea (*Whales, Sound, Patterns*)
- Openers to address audience (*Have you ever wondered about? Did you know?*)
- Relating verbs (*belong to, have, be*) to define or present state of entity (*Whales are mammals.*)
- Pronouns (*it, they*) and demonstratives (*this, that, these, those*) to reference entity or concept across text (*Paper vibrates. It makes a sound.*)

Define, describe, and classify concept, topic, or entity through...

- Noun groups to add details that answer questions about what something is like, its qualities, and descriptions (*floating objects, long, brown fur*)
- Visuals (labeled drawings, graphs, tables) to support information
- Timeless present verbs to indicate generalizable nature of action (*floats, sinks, eats, swims, turns*)
- Qualifiers (*some, all, many*) to describe observation or fact (*some things float, all sound is vibration, many dolphins hunt together*)
- Sequence words (*first, and, then, next, last*) to clarify order or sequence of events (*First whales swim to cold water, then...*)

Summarize observations or factual information through...

- Compare/contrast signals (*-er, -est, bigger than, more, both, but, different*) to differentiate or summarize attributes, details or behaviors (*Feathers float better than paper.*)
- Declarative statements to present conclusions (*Some objects float and some sink.*)
- Speculation to hypothesize to additional contexts (*I think, I wonder if...*)

Language Expectations: Multilingual learners will...

ELD-SC.1.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Language Functions and Sample Language Features

Describe observations and/or data about a phenomenon through...

- Openers to engage audience (*Did you know how frogs change?*)
- Abstract and technical terms to add precision (*tadpole, adapt, life cycle*)
- Pictures, diagrams, graphs to add information or illustrate content
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives such as *this, that*)

Relate how a series of events causes something to happen through...

- Timeless verbs to state on-going facts about phenomenon (*Tadpoles change into frogs*)
- Prepositional phrases to provide details (*where, when, how; Tadpoles live in the water.*)
- Relating verbs (*have, be, belong to*) and conjunctions to state relationships or compare attributes (*Tadpoles have gills but frogs have lungs.*)
- Connectors to express sequences in time (*first, next, last*)

Compare multiple solutions to a problem through...

- Visual data displays (charts, graphs) to support explanations
- Declarative statements to present conclusions (*Living things grow and change.*)
- Speculation to hypothesize to additional contexts (*I think, I wonder if...*)

Language Expectations: Multilingual learners will...

ELD-SS.1.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive

Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Language Functions and Sample Language Features

Introduce topic associated with compelling or supporting questions through...

- Generalized nouns to introduce topic (*weather, maps, environment*)
- Pronouns (*it, they*), demonstratives (*this, these, that, those*), to reference topic or ideas across text
- Relating verbs (*have, be, belong*) to define topic or type of information (*There are seven continents.*)
- Verbs (*are going to, will,*) to link compelling questions with topic (*We're going to learn about what people do in different places.*)

Provide details about disciplinary ideas through...

- Noun groups to describe and add precision to answer questions about what something is like, its quantity, qualities (*hot places, many countries, lots of rain*)
- Prepositional phrases to describe place or location (*below the Equator, on the corner, underground, in the desert*)
- Adverbials to specify periods of time, duration, specific points in time (*last year, long ago, August 12, in the future, everyday*)
- Visuals, labeled drawings to support ideas and information
- Compound sentences to add details (*Rice grows in hot and wet places.*)

Language Expectations: Multilingual learners will...

ELD-SS.1.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim, evidence and reasoning

Language Functions and Sample Language Features

Introduce topic through...

- Title, generalized nouns to introduce topic (*Fresh fruit for lunch*)
- Declarative statements to identify position (*School lunch should have fresh fruit.*) and/or provide background information (*Fruit is good for children to eat.*)
- Pronouns (*it, they, we, our*), demonstratives (*these, this, that, those*), and renaming subject (*food=it; students=we=children*) to reference topic across text

Select relevant information to support claim with evidence through...

- Relating verbs (*have, be*) to identify topic (*Fruit is part of the food pyramid. Children need fruit every day.*)
- Prepositional phrases to identify time and place (*every day, at lunch, in school*)
- Visuals (labeled drawings) to support purpose
- Expanded noun phrases to add details (*fresh fruit, healthy food*)

Show relationship between claim and evidence, and reasoning through...


- Connectors (*because, so, and*) to link claims with evidence and reasoning (*We should eat fruit every day because it has vitamins to help us grow.*)

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a green background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

Annotated Language Sample

Context: This text was written by a first-grader as part of a lesson on how to write procedural texts. This student chose to write about making an edible spider out of Rice Krispie treats (cereal with marshmallows). The teacher guided the students to sequence the steps in the procedure using connectors (e.g., first, next, then, lastly).

Prompt: Write a paragraph that tells someone how to make something.

Language Expectation: ELD-LA.1.Inform.Expressive
Multilingual learners use language to construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

Functions & Features	How to Make a Spider Treat	Functions & Features
<div style="background-color: #2e7d32; color: white; padding: 5px; margin-bottom: 10px;"> Introduce and define topic and/or entity for audience through... </div> <p>Title</p> <div style="background-color: #2e7d32; color: white; padding: 5px; margin-bottom: 10px;"> Describe attributes and characteristics with facts, definitions and relevant details through... </div> <p>Doing verbs to describe actions</p> <ul style="list-style-type: none"> • <u>sceesd</u> [<u>squeezed</u>] • <u>to mack</u> [<u>make</u>] • <u>use</u> • <u>pushd</u> [<u>pushed</u>] • <u>put</u> 	<p>First, I <u>sceesd</u> [<u>squeezed</u>] a <u>Rice krispy treat</u> <u>to</u> <u>mack</u> [<u>make</u>] the body.</p> <p>Next, I <u>use</u> <u>8 pretzels</u> for the legs and <u>2</u> <u>for the fangs</u>.</p> <p>Then, I <u>pushd</u> [<u>pushed</u>] <u>2 penusts</u> [<u>peanuts</u>] <u>in thet back</u> as <u>the spinnert</u> [<u>spinneret</u>]</p> <p>lastly, I <u>put</u> <u>3 raisins</u> <u>for the eyes</u>.</p>	<div style="background-color: #2e7d32; color: white; padding: 5px; margin-bottom: 10px;"> Describe attributes and characteristics with facts, definitions and relevant details through... </div> <p>Noun groups to add description and precision</p> <ul style="list-style-type: none"> • <u>Rice krispy treat</u> • <u>8 pretzels</u> • <u>2 penusts</u> [<u>peanuts</u>] • <u>the spinnert</u> [<u>spinneret</u>] • <u>3 raisins</u> <p>Prepositional phrases</p> <ul style="list-style-type: none"> • <u>for the fangs</u> • <u>in thet back</u> • <u>for the eyes</u>

Annotated Language Sample

Context: This text was written by first grade teacher modeling the writing of sequential explanations about observed phenomena. Together, the class deconstructed the text, examined its language and stages, and then jointly constructed a similar text about the life cycle of a butterfly.

Language Expectation ELD-SC.1.Explain.Expressive
Multilingual learners use language to construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Functions & Features	The Life Cycle of a Frog	Functions & Features
<div style="background-color: #2e7d32; color: white; padding: 5px; margin-bottom: 10px;">Describe observations and/or data about a phenomenon through...</div> <p>Cohesion to reference ideas across a text</p> <ul style="list-style-type: none"> • a tadpole ... it (pronoun referencing) • the tadpole ... it (pronoun referencing) <p>Abstract and technical terms</p> <ul style="list-style-type: none"> • <u>the life cycle of a frog</u> • <u>stages</u> • <u>tadpole</u> • <u>froglet</u> • <u>adult frogs</u> • <u>the life cycle</u> 	<p><u>The life cycle of a frog has several stages.</u></p> <p>First, <u>a tadpole hatches out of an egg</u>. It looks like a little fish.</p> <p>Next, <u>the tadpole grows</u> two back legs and its tail gets smaller. It is now called <u>a "froglet."</u></p> <p>Then, it grows two front legs and the tail gets even smaller.</p> <p>Finally, it <u>is</u> a full-grown adult frog with four legs and no tail.</p> <p><u>Adult frogs</u> can lay more eggs and <u>the life cycle</u> starts again.</p>	<div style="background-color: #2e7d32; color: white; padding: 5px; margin-bottom: 10px;">Relate how a series of events causes something to happen through...</div> <p>Relating verbs</p> <ul style="list-style-type: none"> • <u>has</u> • <u>is</u> <p>Timeless verbs</p> <ul style="list-style-type: none"> • <u>hatches</u> • <u>grows</u> <p>Prepositional phrases to provide details about where or when</p> <ul style="list-style-type: none"> • <u>out of an egg</u> <p>Connectors</p> <ul style="list-style-type: none"> • first • next • then • finally

Annotated Language Sample

Context: This text comes from a first grade interdisciplinary unit. It was jointly written by a first grader and his teacher, who scribed for him. The student dictated the words and the teacher wrote them down. The teacher had been reading aloud informational texts on animals. The teacher had pointed out that in the texts, the authors write about what animals eat, their habitat, and where they live. Then each student chose an animal and made their own information booklet.

Prompt: Write an information report on an animal: tell your reader what type of animal it is, what it eats, and describe its habitat.

Language Expectation: ELD-SS.1.Inform.Expressive

Multilingual learners use language to construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Functions & Features	Pandas	Functions & Features
<p>Introduce topic associated with compelling or supporting questions through...</p> <p>Generalized nouns</p> <ul style="list-style-type: none"> • <u>pandas</u> • <u>habitat</u> • <u>a panda</u> <p>Relating verbs</p> <ul style="list-style-type: none"> • <u>are</u> • <u>should have</u> 	<p><u>Pandas</u> eat bamboo to stay alive.</p> <p><u>Pandas</u> need <u>a habitat</u> to have food.</p> <p><u>Pandas are a type of animal.</u></p> <p><u>Pandas are a type of bear.</u></p> <p><u>A panda should have a type of habitat or a home.</u></p> <p><u>A panda</u> lives <u>in China.</u></p> <p><u>Pandas</u> also have to drink <u>fresh water.</u></p>	<p>Provide details about disciplinary ideas through...</p> <p>Noun groups to describe and add precision</p> <ul style="list-style-type: none"> • <u>a type of animal</u> • <u>a type of bear</u> • <u>a type of habitat or a home</u> • <u>fresh water</u> <p>Prepositional phrases to describe place or location</p> <ul style="list-style-type: none"> • <u>in China</u>

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
 - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (<i>all about pandas</i>) with repetition, rhyming, and common language patterns	around topics (<i>all about pandas</i>) with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text (<i>Brown bear, brown bear, what do you see?</i>)	some frequently used cohesive devices (demonstratives: <i>these, those, that, this</i>)	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, <i>We are all alike. We are all different.</i>)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: <i>animals like dogs, cats, tigers</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used single word noun groups (<i>dinosaurs</i>)	frequently used multi-word noun groups (<i>big tall dinosaurs</i>)	multi-word noun groups with connectors (<i>a big and hungry dinosaur</i>)	expanded noun groups with classifiers (<i>the biggest meat-eating dinosaurs</i>)	expanded noun groups with prepositional phrases (<i>the meat-eating dinosaurs in the jungle</i>)	expanded noun groups with embedded clauses (<i>the biggest meat-eating dinosaurs, who lived at that time</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, phrases, and chunks of language (<i>turtle eggs</i>)	chunks of language (<i>turtles swimming</i>)	simple sentences (<i>Turtles swim in the ocean.</i>)	related simple sentences (<i>Turtles are reptiles. They like warm water.</i>)	multiple related simple sentences (<i>There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.</i>)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	repeated words and phrases in familiar contexts and topics (<i>classroom helpers</i>)	frequently used words and phrases in familiar contexts and topics (<i>Would you like to share...?</i>)	situation-specific words and phrases (<i>Plant the seeds in this pot.</i>)	an increasing number of words and phrases (<i>Tell me about your picture on the left.</i>)	a growing number of words and phrases in a variety of contexts (<i>How many red triangles are there?</i>)	an expanding number of words and phrases, including idioms and collocations (<i>plus and minus</i>)

Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern (<i>one day, first, last, I think, etc.</i>)	short texts that convey an intended purpose using basic connectors (<i>first, and then, next</i>)	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	patterned language with repetitive phrases and sentences (<i>The big, hungry bear...</i>)	few frequently used cohesive devices (repetition: <i>The tiger... The tiger...</i>)	some frequently used cohesive devices (simple pronouns: <i>it, they, she, he</i>)	some formulaic cohesive devices (pronoun referencing: <i>my ball, her brother, they gave it to us, etc.</i>)	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: <i>that one, so did I</i>)	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: <i>wild animals like lions, bears, tigers</i>)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>those big fluffy white clouds</i>)	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, phrases, and chunks of language (<i>flowers and trees</i>)	sentence fragments (<i>grow taller</i>)	sentence fragments and emerging use of simple sentences (<i>had no water so died</i>)	simple sentences (<i>Plants need water. They need sun.</i>)	sentences with emerging use of clauses (<i>Plants need water but... They need sun. Those ones died.</i>)	simple and compound sentences (with some coordinating conjunctions: <i>Our plants died and those ones did too.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	emerging use of words and phrases with attempted precision (<i>over there, line up in a row</i>)	few frequently used words and phrases with emerging precision (<i>lunch time, clean up my desk</i>)	some frequently used words and phrases with some precision (<i>have a nice day, I'm finished</i>)	a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>)	a growing repertoire of words and phrases with growing precision (<i>preschool friends, math time, after lunch</i>)	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision (<i>do homework, saving time</i>)

GRADES 2-3

Grades 2-3

Second- and third-graders continue to make leaps in the ways they use language and think about themselves, their peers, and the world. These students are becoming more coordinated physically, and their problem-solving skills continue to sprout. These young learners reason and use logic to make more in-depth connections, discover causes and effects of phenomena or events, do more complex math, and experiment with how they express themselves through speech, writing, and multimodal means of communication (for example, through gestures, facial expressions, drawings, charts, and technology).

As multilingual learners explore specific activities that interest them, they can benefit from using all of their cultural experiences and multilingual skills—be it to communicate through social interactions or to tackle academic challenges. Children this age tend to enjoy being part of groups and teams and are generally eager to fit in. By partnering with families, educators can create culturally and linguistically sustaining classrooms so that all children feel welcome, nurtured, and safe, thus supporting their social and emotional development. As students in this age group are developmentally ready to start understanding various perspectives, this is an opportune time to highlight various cultures and languages in the classroom.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 2-3:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
 - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

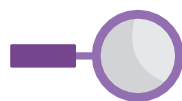
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-6 offers snapshots of some ways students engage in each Key Language Use throughout grades 2-3.

Table 3-6: Snapshots of Key Language Uses in Grades 2-3

Snapshots of Key Language Uses in Grades 2-3	
Narrate	<ul style="list-style-type: none"> • Develop a sense of narrative structure and the purposes for which people use narratives • Structure narratives to express experiences and ideas about familiar places and people • Add interactions and reactions to characters' actions to develop characters' inner and outer worlds
Inform	<ul style="list-style-type: none"> • Recognize the difference between imaginative stories and nonfiction informational texts • Develop an emerging sense of text structure as they interpret and create multimodal representations of their knowledge on topics of interest • Develop emerging research skills to build knowledge for reports
Explain	<ul style="list-style-type: none"> • Develop a sense of some causal, sequential, and cyclical relationships by observing concrete phenomena • Report observations of phenomena to build understanding of the world around them • Interpret and construct multimodal representations, such as diagrams and drawings, to illustrate how or why things work
Argue	<ul style="list-style-type: none"> • State opinions or construct tentative claims and offer those in class discussions • Recognize the difference between claims with and without support • Offer observations to support opinions and claims • Develop emerging research skills to use in constructing claims • Begin to use data from observations as evidence for their claims



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 2-3 are the basis for its **Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-7. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-7: Distribution of Key Language Uses in Grades 2-3

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●		◐
3. Language for Mathematics		◐	●	●
4. Language for Science		◐	●	●
5. Language for Social Studies	◐		●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-3, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-3, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-3 on the next page shows how the Language Functions and Language Features appear.

Figure 3-3: Grades 2-3 Language Functions and Language Features

GRADES
2-3 **WIDA ELD STANDARD 2**
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

<p>ELD-LA .2-3 .Inform .Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> ● Identifying the main idea and key details ● Referring explicitly to descriptions for themes and relationships among meanings ● Describing relationship between a series of events, ideas or concepts, or procedural steps 	<p>ELD-LA .2-3 .Inform .Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> ● Introduce and define topic and/or entity for audience ● Add details to define, describe, compare, and classify topic and/or entity ● Develop coherence and cohesion throughout text
---	---

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive title, generalized nouns to introduce topic and/or entity (*The Mississippi River, Whales*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (*have, be, belong to*) to define or describe topic and/or entity (*Penguins are birds that cannot fly.*)
- Factual statements without evaluative language (*brown caribou versus really cool caribou*)

Add details to define, describe, compare and classify topic or entity through...

- Noun groups to add description and precision that answer questions about what something is like, or the color, shape, size (*four bright blue eggs*)
- Prepositional phrases to describe place or location (*next to the water, inside the Earth*)
- Timeless present verbs (*swims, eats, migrates*) to indicate generalizable nature of information
- Visuals (drawings, labeled diagrams, graphics) to support key ideas
- Signal words to show comparisons (*bigger than, the fastest, more colorful, unlike, but, similar to, different from*)

Develop coherence and cohesion throughout text through...

- Headings to organize information (*Habitat, Diet, Parts of a Plant*)
- Pronouns (*he, it, they*), demonstratives (*this, these, that, those*), renaming (*penguins=flightless birds=they*) to reference ideas and entities across text
- Single nouns to represent abstract concepts (*habitat, ecosystem, watershed*)

Language Functions (common patterns of language use) appear here and again below

Language Features (examples of language resources) appear here

GRADES
2-3

WIDA ELD STANDARD 1

Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

Language Expectations: Multilingual learners will...

ELD-LA .2-3 .Narrate .Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA .2-3 .Narrate .Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context through...

- Pictures, descriptive title, opening statements (*It was a dark and stormy night; "What?!" exclaimed Mom*) to capture the reader's interest
- Expanded noun groups to introduce characters (*the old man on the block, the hungry little mouse*)
- Adverbials and prepositional phrases to establish time and location (*a hundred years ago, when I was six, on the playground, around the corner*)
- Statements to introduce problem or complication (*The boat began to leak. It all started when...*)

Develop story with time and event sequences, complication, resolution, or ending through...

- Saying verbs (*yelled, said, whispered*) to add details about characters in dialogs
- Verbs to describe what characters do, think, and feel
- Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (*Miguel=my little brother=he; that night=the worst night*)
- Connectors to sequence time (*first, next, and then*) and events (*before, after, later*), and to combine and link event details (*and, but, so*)
- Verbs and adjectives to judge behavior and situation (*mended, destroyed, nasty, thoughtful*)
- Declarative statements to provide closure (*The End, It was over for good.*)

Engage and adjust for audience through...

- Language to address reader/listener and draw them in (*It was so exciting!*)
- Word choices to convey attitudes, develop suspense, share excitement (*my amazing adventure, super interesting, fantastic!*)
- Sensory and literary language (*yucky*), onomatopoeia (*BOOM! CRASH!*) to add interest
- Tone of voice, gesturing, acting behaviors to adjust for story audience
- Pictures and other graphics to complement storyline

Language Expectations: Multilingual learners will...

ELD-LA.2-3.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive title, generalized nouns to introduce topic and/or entity (*The Mississippi River, Whales*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (*have, be, belong to*) to define or describe topic and/or entity (*Penguins are birds that cannot fly.*)
- Factual statements without evaluative language (*brown caribou versus really cool caribou*)

Add details to define, describe, compare, and classify topic or entity through...

- Noun groups to add description and precision that answer questions about what something is like, or the color, shape, size (*four bright blue eggs*)
- Prepositional phrases to describe place or location (*next to the water, inside the Earth*)
- Timeless present verbs (*swims, eats, migrates*) to indicate generalizable nature of information
- Visuals (drawings, labeled diagrams, graphics) to support key ideas
- Signal words to show comparisons (*bigger than, the fastest, more colorful, unlike, but, similar to, different from*)

Develop coherence and cohesion throughout text through...

- Headings to organize information (*Habitat, Diet, Parts of a Plant*)
- Pronouns (*he, it, they*), demonstratives (*this, these, that, those*), renaming (*penguins=flightless birds=they*) to reference ideas and entities across text
- Single nouns to represent abstract concepts (*habitat, ecosystem, watershed*)

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

ELD-MA.2-3.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Generalized nouns to identify concept (*fractions, equations, plot graphs*)
- Relating verbs (*be, have*) to define or describe concept (*Fractions are pieces of a whole thing.*)
- Mathematical terms to describe concept, process, purpose, or action (*mean, quotient, divide, subtract, reduce*)

Describe solution and steps used to solve problem with others through...

- Abstract nouns to establish context (*process, answer, approach, solution*)
- Past tense doing (*added, grouped*) and thinking (*thought, remembered*) verbs to recount steps
- Visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps (*first, next, then*) and show causal relationships (*because, so, then*)
- Compare/contrast signal words to differentiate results, approaches, objects (*Our solution is... but your group has a different solution.*)

State reasoning used to generate solution through...

- If/then clause structures to show reasoning (*if a shape only has 3 sides, then it is a triangle*)
- Declarative statements to state conclusion with a neutral stance of authority (*This shows five 3rd-grade students jumped higher than the average of seven inches.*)
- Thinking verbs to reflect on process (*I wonder if we tried, if it would be different, I think we should have done...*)

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Argue.Interpretive

Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3.Argue.Expressive

Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

Language Functions and Sample Language Features

Create conjecture using definitions through...

- Relating verbs (*have, belong to, be*) to make claim (*A is bigger than B because it is taller.*)
- Adverbial phrases (qualities, quantities, frequency) to add precision related to conjecture (*All squares have 4 equal sides. Triangles always have 3 sides.*)

Generalize by finding commonalities across cases through...

- A variety of structures such as comparatives (*er, est; more, most*); demonstratives (*these, both, that*) to point out similarities (*Both squares and rhombuses have 4 equal sides, $\frac{1}{2}$ is bigger than $\frac{1}{4}$*)
- Conditional structures (*if/then, when*) to draw conclusions (*If $34+68=102$ then $102-68=34$, When a number is even you can divide it into two equal parts.*)

Justify conclusion steps and strategies in simple patterns through...

- Technical nouns to add precision and details (*place value, commutative property, angles, measurement, fractions, even/odd*)
- Causal connectors (*because, so, that means*) to present case to others (*The taller rectangle isn't always bigger because you have to look at the area inside.*)
- Drawings, manipulatives, models, diagrams to support thinking

Identify and respond to others' arguments through...

- Questions (*how, what, why*) to ask for clarification or information (*How did you get your answer?*)
- Declarative statements to disagree/debate (*I disagree, I'm not sure, I got a different answer...*)
- Declarative statements to counter claim or reasoning (*5-3 is not the same as 3-5, Just because it has 4 sides that doesn't make it a square, the sides have to be equal*)

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Language Functions and Sample Language Features

Describe observations and/or data about a phenomenon through...

- Abstract nouns and to introduce concepts (*habitat*)
- Declarative statements to present facts
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives: *this, that*)
- Relating verbs to state relationships or attributes (*have, be, belong to*)

Develop a logical sequence between data or evidence and claim through...

- Timeless verbs to state on-going facts about phenomenon (*Rain forests create oxygen.*)
- Connectors to sequence and order events across paragraphs (*first, second, begins, ends*)
- Causal connectors to link events (*because, so that, when*)
- Prepositional phrases to provide details (*where, when, how*)
- Clauses to express sequences in time (*after digestion, when the air cools*)
- Comparatives to show similarities and differences

Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution through...

- Technical terminology (*food chain, biome*) to add precision
- Comparatives to show similarities and differences
- Connectors to sequence and order events across paragraphs (*first, second, begins, ends*)
- Causal connectors to link events (*because, so that, when*)
- Prepositional phrases to provide details about where, when, how
- Clauses to express sequences in time (*after digestion, when the air cools*)

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Argue.Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Expressive

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

Language Functions and Sample Language Features

Introduce topic/phenomenon for an issue related to the natural and designed world(s) through...

- Generalized nouns to interpret observations and evidence (*heating, cooling, temperatures, Heating butter makes it melt.*)
- Relating verbs (*have, belong to, be*) to define topic/phenomenon
- Nouns and adjectives to add precise technical descriptions (*solid, liquid*)

Make a claim supported by relevant evidence through...

- A variety of clause structures to connect and combine ideas (*If I add heat, I can melt butter. The butter melted because it got hot.*)
- Labeled pictures, diagrams to support claim
- Verb groups to add precision to the claim and/or evidence (*soften, harden, melt, cook, burn*)

Establish a neutral tone through...

- Declarative statements to state claim, observations, conclusion (*Temperature changes materials.*)
- Technical nouns to add precision and details (*materials, reversible/irreversible changes*)

Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim through...

- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text (*Ice melts when it gets heated. It becomes water. Water turns to ice when it gets cold.*)
- A variety of clause structures to explain phenomenon (*because, but, when, like, so, so that*)

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Explain.Interpretive

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

Language Functions and Sample Language Features

Introduce phenomena or events through...

- Language to speak to the reader directly and draw them in (*Did you know?*)
- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs (*be, have*) to define phenomena or events (*Deserts are the driest places on earth*)
- Pronouns and renaming to reference ideas and people across the text (*explorers=Spaniards=they*)
- Single nouns to represent abstract concepts (*habitat, pollution*)

Describe components, order, causes, or cycles through...

- Connectors to establish relationships among ideas: sequence examples (*first, another*); time markers (*after an earthquake, millions of years later*); causality (*because, so that*)
- Prepositional phrases to add spatial and directional details (*The river flows down the mountain.*)
- Expanded noun groups that include adjectives to answer questions about how many, and what something is like (*seven continents, longest river*)
- Past tense verbs to describe events
- Adverbials to place event in time (*last year, a long time ago, everyday*)

Generalize possible reasons for a development or event through...

- Declarative statements to evaluate and interpret events (*The fish are dying because people throw trash in the ocean.*)
- Verbs and adjectives to judge behavior or moral character (*wasting, destroying, bad*)
- Verbs to highlight agents and recipients
- Evaluative language to summarize event (*best, important, dangerous, sad*)

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

ELD-SS.2-3.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

Language Functions and Sample Language Features

Introduce topic through...

- Title, generalized nouns to introduce topic (*Important People, Nurses, Community Helpers*)
- Declarative statement to present position and/or provide background information (*Nurses are the most important people in our community.*)
- Pronouns (*they, we, us*), demonstratives (*these, this, that, those*), and renaming subject (*nurses=they=helpers*) to reference topic across text
- Text connectors to sequence ideas, support (*Three reasons why nurses are important. First..., Next..., Finally*)

Select relevant information to support claims with evidence from one or more sources through...

- Prepositional phrases to identify time, place, (*last year, in January, in our town, at school*)
- Past tense verbs to describe events (*helped, fixed, took care of*)
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*helped, nicely, best*)

Show relationships between claim, evidence, and reasoning through...


- Connectors (*because, so, and*) to link claims with evidence and reasoning (*Nurses are important because they help sick people feel better.*)
- Connectors show concession or comparison/contrast (*if, but; Some people don't like shots but nurses do other things to help people.*)
- Summary statements to reiterate position (*That's why nurses are important community helpers.*)

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a purple background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

Annotated Language Sample


Context: This text was written by a multilingual student in grade 2. As part of the language arts program, the teacher asks students to write every day in a journal. This is a piece from that journal.

Prompt: It is journal writing time. You can write about whatever you would like. Maybe you want to write a story, or some of you might want to write about characters from movies you like.

Language Expectation: ELD-LA.2-3.Narrate.Expressive

Multilingual learners use language to construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution or ending
- Engage and adjust for audience

Functions & Features	Olaf	Functions & Features
<p>Orient audience to context through...</p> <p>Pictures</p> <p>Noun groups to introduce characters</p> <ul style="list-style-type: none"> • Olaf <p>Prepositional phrases to establish time and location</p> <ul style="list-style-type: none"> • in Summer 	<p>This is Olaf he is playing in Summer with flowers and different animals he likes Summer he is having fun in Summer!</p> <p><i>Example of Student Writing</i></p>	<p>Develop story with time and event sequences, complication, resolution or ending through...</p> <p>Verbs to describe what characters do</p> <ul style="list-style-type: none"> • is playing • is having fun <p>Verbs to describe what characters feel</p> <ul style="list-style-type: none"> • likes
<p>Engage and adjust for audience through...</p> <p>Word choices to convey attitudes</p> <ul style="list-style-type: none"> • having fun 	 <p>Color</p>	<p>Pronouns to reference characters</p> <ul style="list-style-type: none"> • Olaf ... he he ... he

Annotated Language Sample

Context: This text was written by a multilingual third grader. As the teacher worked on supporting students to develop explanations, she showed them how critical information was concentrated in the noun groups. Together, the class learned how to expand the noun groups to include details such as fewer sticky toe pads, the green anoles, etc. Students jointly constructed noun groups, comparing and contrasting which ones included sufficient information needed to communicate hereditary traits. After that, students wrote independently.

Prompt: Which green anoles (a type of lizard) were most likely to be caught by the brown anoles? Why is that?

Language Expectation: ELD-SC.2-3.Explain.Expressive

Multilingual learners use language to construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Functions & Features	Green and Brown Anoles	Functions & Features
<p>Describe observations and/or data about a phenomenon through...</p> <p>Declarative statements to state present facts</p> <ul style="list-style-type: none"> • The green anoles that were born ... good. <p>Cohesion to reference ideas across text</p> <ul style="list-style-type: none"> • a brown anole ... the brown anoles (renaming subject) <p>Relating verbs to state attributes</p> <ul style="list-style-type: none"> • are 	<p>The green anoles that were born <i>with fewer sticky toe scales</i> are most likely to get caught by a brown anole because the brown anoles can't climb <i>that good</i>.</p>	<p>Develop a logical sequence between data or evidence and claim through...</p> <p>Causal connectors to link events</p> <ul style="list-style-type: none"> • because <p>Prepositional phrases to provide details</p> <ul style="list-style-type: none"> • <i>with fewer sticky toe scales</i> • <i>by a brown anole</i> <p>Comparatives to show similarities and differences</p> <ul style="list-style-type: none"> • <i>fewer</i> • <i>most likely</i> • <i>that good</i>

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
 - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	repetitive chunks of meaning across text (<i>red crayon, yellow crayon, blue crayon</i>)	frequently used cohesive devices (demonstratives: <i>this, that, these, those</i>)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: <i>The rectangle is a big one.</i>) and ellipsis (<i>There isn't any. [milk]</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used multi-word noun groups (<i>green frogs</i>)	multi-word noun groups with connectors (<i>green and slimy frogs</i>)	expanded noun groups with classifiers (<i>tree frogs and poison frogs</i>)	expanded noun groups with prepositional phrases (<i>three little green tree frogs on the log</i>)	expanded noun groups with embedded clauses (<i>three little green tree frogs that jumped into the water</i>)	expanded noun groups with a variety of embedded clauses (<i>three little green tree frogs with long legs that swam away and didn't come back</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	chunks of language (<i>stick to rocks and coral</i>)	simple sentences (<i>They stick to rocks and coral.</i>)	related simple sentences (<i>They look like plants. They stick to rocks and coral.</i>)	multiple related simple sentences (<i>They are called anemones. They look like plants. They stick to rocks and coral.</i>)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>They are called anemones and they look like plants.</i>)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>Anemones look like plants but they are sea animals.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	frequently used words and phrases in familiar contexts and topics (<i>time to clean up</i>)	situation-specific words and phrases (<i>How do we spell that word?</i>)	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins...)

Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>Last week, When I was five, I think, etc.</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i>)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun (<i>those storm clouds that we saw yesterday</i>))
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments (<i>triangles and rectangles</i>)	sentence fragments and emerging use of simple sentences (<i>triangle has three sides</i>)	simple sentences (<i>A square has 4 right angles.</i>)	sentences with emerging use of clauses (<i>We put triangles, then rectangles</i>)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>We put blue triangles, then we put red triangles.</i>)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: <i>We put blue triangles, then red triangles, but there was no pattern.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	few frequently used words and phrases with emerging precision (<i>Time to eat?</i>)	some frequently used words and phrases with some precision (<i>three groups of four equals...</i>)	a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>)	a growing repertoire of words and phrases with growing precision (<i>preschool friends, math time, after lunch</i>)	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (<i>hard as a rock</i>)	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>rounding off and finding the mean</i>)

GRADES 4-5

Grades 4-5

In the upper elementary grades, the classroom is bustling with activity as learners interact, interpret, and express themselves in multimodal ways. These students are beginning to think about more abstract ideas, and they are developing the ability to understand different points of view. They are improving their skills to plan and organize their thoughts and actions as they predict, process information, connect causes and effects, distinguish opinions from claims, and formulate claims substantiated with evidence. In the social-emotional realm, these students have a growing need to be independent, but also to be accepted and nurtured by family, adults in the school community, and peers.

Classrooms are windows for multilingual learners to make discoveries while expanding their language repertoire in content area learning. The oral and written language of fourth and fifth graders is becoming more sophisticated, and multilingual learners are increasing their range of numeracy, literacy, and other academic experiences through multiple languages and cultures. Authentic hands-on activities offer opportunities for multilingual learners to interact in pairs and small groups to enhance their learning. Collaborating in teams, multilingual learners rely on each other to problem-solve, dialogue, and build relationships with their peers as they share the world around them.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 4-5:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
 - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-8 offers snapshots of some ways students engage in each Key Language Use throughout grades 4-5.

Table 3-8: Snapshots of Key Language Uses in Grades 4-5

Snapshots of Key Language Uses in Grades 4-5	
Narrate	<ul style="list-style-type: none"> • Add details about characters and settings • Use dialogue to provide insight into characters’ motives and personalities • Create images in the reader’s mind through descriptive language • Interpret and construct narratives in a variety of contexts and purposes, including fictional or historical narratives about significant individuals or events
Inform	<ul style="list-style-type: none"> • Provide objective general descriptions of entities and concepts of observable and unobservable phenomena • Share factual knowledge by moving from concrete and familiar topics to unfamiliar topics • Construct generalizations of concepts beyond experiences (e.g., compare earthquakes and cyclones)
Explain	<ul style="list-style-type: none"> • Identify consequences of actions or events • Give account for the underlying causes of how something works or why something happens • Begin to show underlying causes of more abstract phenomena
Argue	<ul style="list-style-type: none"> • Substantiate claims with evidence and reasoning • Use evidence from texts or data to support claims • Consider and engage with other voices, possibilities, and perspectives • Argue about topics that go beyond students’ immediate contexts to topics outside their realm of personal experience



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 4-5 are the basis for its **Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-9. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-9: Distribution of Key Language Uses in Grades 4-5

Distribution of Key Language Uses in Grades 4-5				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics		◐	●	●
4. Language for Science		◐	●	●
5. Language for Social Studies	◐		●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-4, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-4, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-4 on the next page shows how the Language Functions and Language Features appear.

Figure 3-4: Grades 4-5 Language Functions and Language Features

GRADES
4-5 **WIDA ELD STANDARD 2**
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

<p>ELD-LA .4-5 .Inform .Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> ● Identifying and summarizing main ideas and key details ● Analyzing details and examples for key attributes, qualities, and characteristics ● Evaluating the impact of key word choices in a text 	<p>ELD-LA .4-5 .Inform .Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> ● Introduce and define topic and/or entity for audience ● Establish objective or neutral stance ● Add precision and details to define, describe, compare, and classify topic and/or entity ● Develop coherence and cohesion throughout text
--	--

Language Functions and Sample Language Features

Introduce and define topic and/or entity through...

- Descriptive titles and generalized nouns to introduce topic and/or entity (*Sea Turtles, The Human Body, Rainforest Mammals*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)
- Relating verbs (*have, be, belong to, means, represents, is called*) to define or describe topic and/or entity (*Marsupials are mammals that carry their babies in a pouch.*)
- Timeless present verbs (*carries, travels, swims*) to indicate generalizable nature of information

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (*the red-bellied piranha versus the terrifying piranha*)
- Generalized nouns to identify class of things (*marine life versus dolphins, sea turtles*)
- Reporting devices to integrate sourced information into report saying verbs (*said, reported, claims*), direct and indirect quotes

Language Functions (common patterns of language use) appear here and again below

Language Features (examples of language resources) appear here

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GRADES
4-5

WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to establish the context e.g., questions, statements, dialog (*"We must think only of the things that we must do," the old lady said.*)
- Adverbial and prepositional phrases to establish time and location (*During the last century, Last Tuesday, On Saturn's second outer ring, High above the city*)
- Statements and questions to foreshadow or state complication (*Would her dream ever come true? She knew not to give up.*)

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors (*raced, explored*), thoughts (*wondered, believed*), feelings (*hoped, longed for*), speech (*mumbled, screamed, questioned*)
- Expanded noun groups to add description and detail (*seven powerful kings, curly-haired baby girl*)
- Expanded verb groups to show relationship between characters (*Uncle smiled lovingly at his nephew. She whispered angrily into Sonia's ear.*)
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships
- Pronouns, demonstrative, renaming, synonyms to reference characters or ideas across the text (*he, his; these, this; Zeus=Greek God=King of Mt. Olympus*)

Develop story with complication and resolution, time and event sequences through...

- Dependent clauses to add details (*the race, which only happened every four years*)
- A variety of verb tenses to locate events in time, including dialog (“*Where are you going?*” *I asked.*)
- Connectors to sequence time (*later that night*), and events (*While the game was on, we slipped out.*)
- Statements to provide closure, evaluate experience, or summarize narrative (*finally, it was over, the experience was enlightening, there are some things that can’t be seen but only felt.*)

Engage and adjust for audience through...

- Evaluative word choices to describe author’s attitudes (*awesome, scared, mean, enjoyed the time, most people*)
- Literary devices to enrich the narrative, including simile (*as cool as a cucumber*), personification, alliteration (*lounging lizard*), sensory words/phrases (*tingling*), onomatopoeia (*ZAP!*)
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in (*Listen while I tell you the most amazing story.*)

GRADES
4-5 **WIDA ELD STANDARD 2**
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA .4-5 .Inform .Interpretive

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA .4-5 .Inform .Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive titles and generalized nouns to introduce topic and/or entity (*Sea Turtles, The Human Body, Rainforest Mammals*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)
- Relating verbs (*have, be, belong to, means, represents, is called*) to define or describe topic and/or entity (*Marsupials are mammals that carry their babies in a pouch.*)
- Timeless present verbs (*carries, travels, swims*) to indicate generalizable nature of information

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (*the red-bellied piranha versus the terrifying piranha*)
- Generalized nouns to identify class of things (*marine life versus dolphins, sea turtles*)
- Reporting devices to integrate sourced information into saying verbs (*said, reported, claims*), direct and indirect quotes

Add precision and details to define, describe, compare, and classify topic and/or entity through...

- Adverbial and prepositional phrases to specify times and location (*every year, during the 17th century, in the North Atlantic, throughout Australia*)
- Comparing/contrasting connectors to differentiate between entities or components (*unlike/like, fewer/more than, however, likewise*)
- Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events
- Expanded noun groups and adjectives to add details to the concept or entity (*spherical ball of rocks or gas*), and to classify or qualify information (*environmental threats, greenhouse gasses*)
- Visuals (graphs, labeled diagrams, photos) to support key details

Develop coherence and cohesion throughout text through...

- Pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text (*his, he; these, this; tornado=natural disaster; Orca=ocean mammal=killer whale*)
- Ellipsis to reduce repetition and redundancy (*Scientists asked legislators to make changes to protect turtles and they did [make the changes]*)
- Topic nouns to begin sentences or paragraphs across text
- Nominalizations to represent abstract concepts (*Leatherbacks are declining=this decline in population*)

GRADES
4-5 **WIDA ELD STANDARD 2**
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Argue.Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language Functions and Sample Language Features

Introduce and develop a topic clearly; state an opinion through...

- Declarative statements to frame topic, provide background information, and state opinion (*The Proudest Blue provides a great example of being proud of your heritage.*)
- Noun groups (*adjectives, embedded clauses*) to add description and/or introduce topic (*Lance, a first-generation immigrant; Dinner, which was always wonderful*)
- Pronouns, synonyms, renaming subjects to maintain cohesion (*they=the new arrivals=immigrants=the foreigners*)
- First person (*I think, In my opinion*) or third person (*this book provides, the author believes*) to state an opinion

Support opinions with reasons and information through...

- A variety of clauses (*adverbial, embedded*) to support opinion and/or claim (*quotes, examples, detailed descriptions*)
- Expanded noun and verb groups to add detail (*Faizah arrived for her first day of school with a new backpack and light-up shoes.*)
- Connectors to elaborate an idea/interpretation (*so, this means, therefore, a way to think about this*)
- Connectors to link claim/opinion with evidence and reasoning (*because, as a result, when, if, although, but*)
- Modality to express obligation or certainty (*might, could, must, need to, have to*)

Use a formal style through...

- First person (personal) or third person (neutral) to present point of view (*The book tells us that even through difficult times, we can still stick to our culture.*)
- Authoritative declarative sentences to evaluate and interpret events (*The Proudest Blue teaches us to be proud of our culture.*)
- Evaluative adjectives and adverbs to add writer's perspective (*beautiful, amazing, unfortunately*)
- Emotive or objective language to appeal to logic or feelings (*love flowed from everything she made versus she cooked dinner*)

Logically connect opinions to appropriate supporting evidence, facts, and details; offer a concluding statement or section through...

- That-clauses to link claim with evidence (*This shows that the theme is*)
- Connectors to sequence points in the argument (*first, furthermore, as evidenced by*)
- Summary statement to reiterate opinion or encourage a response (*I recommend this book, a book to help us remember*)

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

ELD-MA.4-5.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose (*the angles within a circle can be measured with a protractor like this*)
- Relating verbs (*belong to, are part of, be, have*) to define or describe concept

Share solution with others through...

- Generalized nouns to add precision to discussion (*conversion, measurement, volume*)
- Language choices to reflect on completed and on-going process (*we should have done this, we might be able to, what if we try*)
- First person (*I, we*) to describe approach; third person to describe approach with neutral stance of authority
- Observational (*notice, it appears, looks like*) and comparative language (*different from, similar to, the same*) to share results (*We notice our process was different, but we have the same solution.*)

Describe data and/or steps to solve problem through...

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions (*operation, associative property, area formula, function*)
- Past tense doing verbs (*measured, converted*) and thinking verbs (*remembered, thought, figured out*) to recount steps
- Visuals (charts, graphs, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps (*first, next, then*) and indicate causal relationships (*because, so, that means, as a result*)

State reasoning used to generate solution through...

- Declarative statements to state conclusion with a neutral stance of authority (*These two fractions are equivalent because...*)
- Causal connectors to express reasoning (*We multiplied the two numbers together because...*)
- Conjunctions (*if/then, when/then, because, as, since, so that*) to establish result/condition relationships (*if the field has a length that is twice its width, then the area is...*)

GRADES
4-5 WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA .4-5 .Argue .Interpretive

Interpret mathematics arguments by

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

ELD-MA .4-5 .Argue .Expressive

Construct mathematics arguments that

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

Language Functions and Sample Language Features

Create conjecture using definitions, patterns, and rules through...

- Relating verbs (*have, belong to, be*) to make a claim (*9/15 is equivalent to 3/5 and 6/10 is an equivalent fraction too because they are all multiples*)
- Adverbial phrases (*for qualities, quantities, frequency*) to add precision related to conjecture (*The interior angles of a triangle will always add up to 180°*)

Generalize commonalities and differences across cases through...

- Conditional clauses (*when, if*) to extend conjecture (*If you remember the inverse operations, you can figure out the missing quantity by...*)
- Declarative statements to present generalizable processes (*The divisibility rules can help you find all the factor pairs of a product.*)

Justify conclusion with patterns or rules through...

- Conditional structures (*if/then, when*) to demonstrate conclusions (*Adding 3 to an even number always gives you an odd number and if you add 3 to an odd number, you will get an even number.*)
- Technical nouns and noun groups to add precision and details (*exponents, decimals, inverse operations, intersecting lines*)
- Drawings, manipulatives, diagrams, graphs, models to demonstrate thinking

Evaluate others' arguments through...

- Questions (*how, what, why*) and requests (*could, would*) to ask for clarification or information (*How did you know how to start? Could you explain this part of your diagram?*)
- Declarative statements to disagree/debate (*I don't think that's right, I disagree, how did you, I did it differently, let's compare our process*)

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

Language Functions and Sample Language Features

Describe observations and/or evidence about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms (*cycles, states of matter, condensation*)
- Cohesion to reference ideas, people across text (*pronouns, renaming subject, synonyms*)
- Relating verbs to state relationships or attributes (*have, be, belong to*)
- Timeless verbs to state on-going facts about the phenomenon (*ocean water evaporates*)

Establish neutral or objective stance in communicating results through...

- Passive voice and declarative statements (*evaporation is caused by, ice and snow evaporate*)
- Word choices to moderate stance, e.g., hedging (*could/might, sometimes, usually*)
- Objective language to adjust precision and/or invite shared interest

Develop reasoning to show relationships between evidence and claims through...

- Nominalizations to represent abstract concepts (*condensation*)
- Connectors to link clauses and combine ideas into logical relationships (*so, because, and then*), or express causality (*when, although, in order to*)
- A variety of ways to describe phenomena (relative clauses, declarative statements)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution through...

- Labeling/describing diagrams, graphs and tables to add information about the phenomenon
- Ask and answer questions to clarify or hypothesize about phenomenon
- Conditional clauses (*if/then*) to generalize phenomenon to additional contexts

GRADES
4-5 **WIDA ELD STANDARD 4**
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Argue.Interpretive

Interpret scientific arguments by

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

ELD-SC.4-5.Argue.Expressive

Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

Language Functions and Sample Language Features

Introduce topic/phenomenon related to the natural and designed world(s) through...

- Generalized nouns to define phenomenon (*weathering, erosion, eruptions, mapping*)
- Relating verbs (*have, belong to, be*) to define topic/phenomenon (*The Earth is shaped by many forces like wind and water.*)
- Expanded noun phrases to add clarity, classify, or add descriptions (*underground pressure, marine shell fossils*)

Make and define claim based on evidence, data, and/or model through...

- Expanded noun groups to add precision and details (*Earth's cycles of heating and cooling*)
- Connectors to link ideas (*as a result, therefore, over time*)
- Maps, diagrams, graphics, data to support claim/evidence

Establish a neutral tone or an objective stance through...

- Passive voice to keep focus on topic (*The Earth was shaped by many forces.*)
- Active verb groups to describe phenomenon (*Water erodes rock over time.*)
- Declarative third person statements to record claim, observations, conclusion (*Wind causes erosion in three ways.*)

Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim through...

- Connectors to signal time (*next, at the same time*), causality (*therefore, consequently, as a result, because*), clarification (*for example, this shows how*)
- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text
- Modal verbs to describe possible impacts of phenomenon on various situations, including human (*Natural forces like tsunamis and volcanic eruptions can impact the Earth's surface and people's safety.*)

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Explain.Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Language Functions and Sample Language Features

Introduce phenomena or events through...

- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs (*have, be*) to define phenomena or events
- Nouns to represent abstract concepts (*factors, effects, economics*)
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Describe components, order, causes and effects, or cycles using relevant examples and details through...

- Connectors to order, sequence, show relationships among ideas (*the first factor, after the bill passed, that caused*)
- Noun groups to provide details answering who, what, when, where (*They made maple syrup in the spring outside the winter camp.*)
- Verbs groups to add accuracy (*traveled quickly and quietly*)

Generalize probable causes and effects of developments or events through...

- Word choices to evaluate, judge, or appreciate significance of event or phenomenon
- Nominalizations to summarize events and name abstract phenomenon (*city expansion*)
- Declarative statements to evaluate or interpret events

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

Language Functions and Sample Language Features

Introduce topic through...

- Generalized nouns and descriptive title to introduce topic (*Native Peoples of Wisconsin*)
- Declarative statements to present position and/or provide background information
- Expanded noun groups to provide detail about the topic with relative clauses (*The Ho-Chunk, an Indigenous Nation in Wisconsin*)
- Pronouns, synonyms, renaming subject to create cohesion
- Connectors to structure paragraphs (*first, In the beginning, meanwhile, as a result, In conclusion*)

Select relevant information to support claims with evidence gathered from multiple sources through...

- Variety of clauses (adverbial, embedded) to add details, examples, quotes, data (*in the book, according to, the author tells us*)
- Adverbial and prepositional phrases to specify time (duration, specific date, or range), location, how or why something happened (*During the 1800s, many native peoples were forced to move west because of settlers from the east.*)
- Doing verbs (*fled, hunted*) to identify agent

Establish perspective through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*the people were forced off their land*). Alternately, use active voice to keep emphasis on who or what is doing the action.
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*forced, lonely, worst*)
- Objective or emotive language to appeal to logic or feelings (*relocated versus forcibly driven from their home*)

Show relationships between claims with reasons and multiple sources of evidence through...


- Connectors to link claims with evidence and reasoning (*because, so, and*)
- Connectors to signal alternate points of view (*one way, another way, on the other hand*)
- Connectors to show comparison/contrast (*if, unless, however*)
- Modality in summary statements to reiterate position, or create a call to action (*should, must, necessary to, might, could*)

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a red background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES
4-5 **WIDA ELD STANDARD 2**
Language for Language Arts

Argue

Annotated Language Sample

Context: This is a mentor text developed by a teacher to apprentice her fourth-grade class to write arguments. The teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured, as well as the way certain language features are employed to meet the purpose of the argument. Then, the teacher and students jointly constructed another argument text making use of similar structures and language features.

Language Expectation: ELD-LA.4-5.Argue.Expressive

Multilingual learners use language to construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Functions & Features	School over Summer?	Functions & Features
<p>Introduce and develop a topic clearly; state an opinion through...</p> <p>Declarative statement to frame the topic</p> <ul style="list-style-type: none"> • Although there are ... school over the summer. <p>First person to state an opinion</p> <ul style="list-style-type: none"> • I • my position <p>Noun groups to introduce topic</p> <ul style="list-style-type: none"> • many great things about vacations • students and teachers 	<p>Although there are <u>many great things about vacations, students and teachers</u> should go to school over the summer. I will share <u>several reasons</u> to support my position on this issue.</p> <p>First, if students went to school over the summer, they <u>would forget</u> less of what they learned during the <u>school year</u> and be better prepared for the next grade. Also, some students <u>do not go</u> on trips or go to camp, and going to school over the summer means they <u>would not get bored</u>.</p>	<p>Support opinions with reasons and information through...</p> <p>Noun groups and verb groups to add detail</p> <ul style="list-style-type: none"> • <u>several reasons</u> • <u>school year</u> • <u>would forget</u> • <u>do not go</u> • <u>would not get bored</u> <p>Logically connect opinions to appropriate evidence through...</p> <p>Connectors to sequence points in the argument</p> <ul style="list-style-type: none"> • first • also

Functions & Features

School over Summer?
Continued

Functions & Features

Introduce and develop a topic clearly; state an opinion through...

Pronouns and renaming subject to maintain cohesion

- teachers ... their own ... their time

Use a formal style through...

Third person to present point of view

- teachers
- students

Additionally, teachers work on their own during the summer anyway, and it *would be* a better use of their time to work with students.

As stated above, it is my position that going to school over the summer would benefit students and teachers.

Logically connect opinions to appropriate evidence through...

Connectors to sequence points in the argument

- **additionally**
- **as stated above**

Support opinions with reasons and information through...

Modality to express certainty

- *would be ...*

Summary statement to reiterate opinion

- As stated above, it is my position that teachers.

Annotated Language Sample

Context: This mentor text was developed by a researcher who modeled for fourth graders how to write an explanation for a social studies unit focusing on the indigenous people of Wisconsin. Students learned about who the groups of people are (and were) and studied the causes and effects of phenomena, such as removing people from their land, sending children to boarding schools, and treaties. For their writing assignment, students produced a factorial explanation where they identified and described the factors that led to a particular outcome, such as loss of identity, loss of language, and loss of culture.

Language Expectation: ELD-SS.4-5.Explain .Expressive

Multilingual learners use language to construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Functions & Features	Loss of Identity and the Menominee	Functions & Features
<p>Introduce phenomena or events through...</p> <p>Prepositional phrases of time, place to contextualize phenomenon or event</p> <ul style="list-style-type: none"> • from the forest • before Europeans arrived • in western Wisconsin • along the ... Green Bay • on the Wolf River <p>Relating verbs to define phenomenon or event</p> <ul style="list-style-type: none"> • is, is, is <p>Cohesion to reference people across text</p> <ul style="list-style-type: none"> • the Menominee Nation, the Menominee, Menominee people (renaming) 	<p>Identity <u>is</u> who you are. So, to say that you lost your identity is to say you lost who you are. This is what happened to <u>the Menominee Nation of Wisconsin</u>.</p> <p><u>The Menominee Nation</u> <u>is a group of people native to Wisconsin. Their traditions and identity</u> come <u>from the forest. Before the Europeans arrived</u> <u>the Menominee lived</u> in western Wisconsin along the shores of Lake Michigan and Green Bay. They <u>hunted</u> for animals and <u>fished</u> for sturgeon <u>on the Wolf River. The forest</u> was very important to them. <u>The forest is</u> their identity. <u>Menominee people</u> say, "we are the forest".</p>	<p>Describe components, order, causes and effects, or cycles using relevant examples and details through...</p> <p>Noun groups to provide details answering who, what, when, where</p> <ul style="list-style-type: none"> • the Menominee Nation of Wisconsin • a group of people native to Wisconsin • their tradition and identity • the forest • Menominee people <p>Verbs groups to add accuracy</p> <ul style="list-style-type: none"> • lived • hunted • fished

Functions & Features

Introduce phenomena or events through...

Nouns to represent abstract concepts

- identity
- factors
- homelands

Cohesion to reference ideas, people across text

- the first factor ... this ... it (pronouns)
- they, they, they (repetition)
- had to give up, had to give up (repetition)

Generalize probable causes and effects of events or developments through...

Nominalizations to summarize event and name abstract phenomenon

- taking their land away
- cutting down their forest
- assimilation

Loss of Identity and the Menominee Continued

When the Europeans arrived in the 1600s, everything changed for the worse. The Menominee people lost their identity, almost forever. **There are three factors** which caused the Menominee to lose their identity. The first is taking their land away, the second is cutting down their forest, the third is assimilation.

The first factor that caused the Menominee people to lose their identity was that the US government forced them to give up their land. This happened first in the 1820s. Native peoples from New York were pushed out of their homelands and were trying to find a new place to live. The US government told the Menominee they had to give up 500,000 acres of their land to the Oneida and the Mochican. It happened again in 1848, when Wisconsin became a state. They had to give up the rest of their land. Without their forests, they couldn't be themselves. They lost their identity. Fortunately, some of the Menominee leaders fought back. In 1854, they got back 276,000 of forest along the Wolf River.

Functions & Features

Describe components, order, causes and effects, or cycles using relevant examples and details through...

Connectors to order, sequence, show relationships among ideas

- **there are three factors**
- **the first factor**

Noun groups to provide details answering who or what

- the US government
- native peoples from New York
- the Oneida and the Mochican
- 500,000 acres of their land
- some of the Menominee leaders
- 276,000 of forest along the Wolf River

Verbs groups to add accuracy

- caused to lose
- forced ... to give up
- happened
- were pushed out
- were trying to find
- had to give up
- couldn't be
- lost

Functions & Features

Introduce phenomena or events through...

Nouns to represent abstract concepts

- tradition
- assimilation

Relating verbs to define phenomenon

- is

Generalize probable causes and effects of events or developments through...

Word choices to evaluate, judge, or appreciate significance of event

- *unfortunately*
- *destroyed*
- *fortunately*
- *alive*
- *almost lost forever*
- *never do that again*

Declarative statements to evaluate or interpret events

- Unfortunately, the US ... forest.
- Fortunately, ... assimilation.
- We should ... group of people.

Loss of Identity and the Menominee Continued

The second factor that caused the Menominee to lose their identity was logging. The Menominee tradition was to only cut down mature trees. This is a way to protect the forest. Unfortunately, the US forest service put a big sawmill on their land and used it to clear-cut big sections of the forest. Clear-cut is when you cut down everything at once. The forest service also left behind lots of brush which caught fire and *destroyed* more of the forest. The Menominee believe that they are the forest. When you cut down the forest, you cut down the people.

The third factor that led to the Menominee to lose their identity was assimilation.

....

Fortunately, there were enough Menominee people who fought the US government against taking their land, logging, and assimilation. One time the Menominee elders lay down on the highway to prevent the land from being sold. In 1969, a law was passed that gave them back their Reservation. Today there are many Menominee people who still remember their identity and teach their ways to the children. So the Menominee identity is still *alive*. But because of the bad things the US government did, it was *almost lost forever*.

We should remember what happened and *never do that again* to a group of people.

Functions & Features

Describe components, order, causes and effects, or cycles using relevant examples and details through...

Connectors to order, sequence, show relationships among ideas

- **the second factor**
- **the third factor**
- **one time**
- **today**

Noun groups to provide details about who or what

- the second factor that caused the Menominee to lose their identity
- the Menominee tradition
- the US forest service
- big sections of the forest
- the Menominee elders
- the Menominee identity
- a group of people

Verb groups to add accuracy

- fought
- lay down...to prevent
- was passed
- teach
- should remember

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
 - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward their independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 4-5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around specific topics (<i>clean water</i>) with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	multi-word noun groups with connectors (<i>mean and nasty bullies</i>)	expanded noun groups with classifiers (<i>mean and nasty fourth grade bullies</i>)	expanded noun groups with prepositional phrases (<i>my favorite character in this book</i>)	expanded noun groups with embedded clauses (<i>my favorite character who stood up to the bullies</i>)	expanded noun groups with a variety of embedded clauses (<i>my favorite character who stood up to the bullies and hardship</i>)	expanded noun groups with a wide variety embedded clauses and compacted noun groups (nominalization: <i>she stood up to bullies = her courage</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	simple sentences (<i>Strong winds blow through the forest.</i>)	related simple sentences (<i>Winds blow through the forest. The trees sway and shake.</i>)	multiple related simple sentences (<i>Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.</i>)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>The trees sway and shake, and dead branches fall off to the ground.</i>)	compound sentences with frequently used ways of combining clauses (<i>Strong winds blow through the forests, but the mighty oaks stand tall and proud.</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>When strong winds blow through the forests, the trees sway and shake.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	situation-specific words and phrases (<i>between those two black wires</i>)	an increasing number of words and phrases (<i>Over there on the board?</i>)	a growing number of words and phrases in a variety of contexts (<i>lightbulb went off, the electric circuit</i>)	an expanding number of words and phrases including idioms and collocations (<i>push and pull, quit pulling my leg</i>)	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns (<i>the invisible force between two magnets</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>electric shock versus I'm shocked</i>)

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>first, and then, then</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence is...</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	a few types of elaboration (adding familiar adjectives to describe nouns: <i>maple syrup</i>)	some types of elaboration (adding newly learned or multiple adjectives to nouns (<i>thick, sweet, sticky maple syrup</i>))	a growing number of types of elaboration (adding articles or demonstratives to nouns: <i>the dark syrup</i>)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: <i>the long, slow process...</i>)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>the sap which boiled for six hours...</i>)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: <i>a sweet sap that turned into a delicious syrup after hours of boiling</i> and condensing through nominalization: <i>this tedious process</i>)

CONTINUED

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments and emerging use of simple sentences (<i>the blue one, the red one</i>)	simple sentences (<i>The red side pushed away. The blue side stayed.</i>)	sentences with emerging use of clauses (<i>The red side blocked the paperclip. The blue side picked it up. They are opposites.</i>)	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: <i>The red side repelled the paperclip, but also it...</i>)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: <i>Neither the red one nor the blue one...</i>)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: <i>The magnetic force caused the paperclip to lift off the table because the paperclip is metal.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	some frequently used words and phrases with some precision (<i>social studies, government</i>)	a small repertoire of words and phrases with developing precision (<i>branches of government, executive power</i>)	a growing repertoire of words and phrases with growing precision (<i>the founders, "two if by land..."</i>)	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision (<i>the lights are on but nobody's home...</i>)	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision (<i>as a result of the war, forming a new nation</i>)	a variety of words and phrases, including evaluation, obligation, idioms, and collocations (<i>necessary sacrifices, outdated law, fit for a king</i>)

GRADES 6-8

Grades 6-8

Middle schoolers are developing a stronger sense of independence, becoming more sophisticated thinkers and problem solvers. As they develop, they can more strategically self-regulate and plan how to use resources (including multiple languages and cultures), make decisions, and take steps to address academic challenges. They can use their thinking more flexibly, separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias.

The home–school connection continues to be an important facet of education for middle-schoolers. Their interest in inquiry presents opportunities to explore various cultural points of view. In school and at home, students, families, and educators can discuss world events and issues while capitalizing on the community’s collective linguistic and cultural knowledge.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 6-8:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
 - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-10 offers snapshots of some ways students engage in each Key Language Use throughout grades 6-8.

Table 3-10: Snapshots of Key Language Uses in Grades 6-8

Snapshots of Key Language Uses in Grades 6-8	
Narrate	<ul style="list-style-type: none"> • Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices • Manipulate pace to bring attention to key points in the narrative • Underscore the significance of events • Create tension and suspense • Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	<ul style="list-style-type: none"> • Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Interpret multiple sources of information to develop knowledge before reporting on topics • Construct research reports that require multiple sources of factual information
Explain	<ul style="list-style-type: none"> • Identify, analyze, and give account for causal, consequential, or systems relationships • Apply scientific reasoning to show how or why something works • Construct explanations using models or representations • Use evidence in the construction of scientific explanations
Argue	<ul style="list-style-type: none"> • Interpret multiple sources of information to develop claims and counterclaims • Construct claims and offer them for debate • Respond to counterclaims • Contextualize and evaluate primary and secondary sources • Analyze literary techniques, such as the development of theme and characterization in works of fiction



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 6-8 are the basis for its **Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-11. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-11: Distribution of Key Language Uses in Grades 6-8

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	◑	◐	●	●
4. Language for Science	◑	◐	●	●
5. Language for Social Studies	◐	◑	●	●

● Most Prominent ◐ Prominent ◑ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-5, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-5, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-5 on the next page shows how the Language Functions and Language Features appear.

Figure 3-5: Grades 6-8 Language Functions and Language Features

GRADES
6-8 **WIDA ELD STANDARD 2**
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

<p>ELD-LA 6-8 Inform Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none">Identifying and/or summarizing main ideas and their relationship to supporting ideasAnalyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviorsEvaluating the impact of author's key word choices over the course of a text	<p>ELD-LA 6-8 Inform Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none">Introduce and define topic and/or entity for audienceEstablish objective or neutral stanceAdd precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviorsDevelop coherence and cohesion throughout text
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Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns and descriptive titles to introduce topic (*Revolutions, Environmental Disasters, Mining the Earth*)
- Opening statements to identify type of information (*describing, comparing/contrasting, classifying*)
- Relating verbs (*have, be, belong to*) to link an entity with its attributes; define, describe and classify (*It was a cultural and intellectual movement.*)
- Timeless present verbs (*rises, shapes, determines*) to indicate generalizable nature of information
- Expanded noun groups to define key concepts (*a period in European history that took place*)

Language Functions (common patterns of language use) appear here and again below

Language Features (examples of language resources) appear here

GRADES
6-8

WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI 4-12 Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI 4-12 Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

Language Expectations: Multilingual learners will...

Explain

ELD-SI 4-12 Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI 4-12 Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language Expectations: Multilingual learners will...

ELD-LA 6-8 Narrate Interpretive

Interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

ELD-LA 6-8 Narrate Expressive

Construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context and point of view through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to introduce the context such as rhetorical and other questions, statements, dialog (*Are we ever truly happy? It was confusing time, nothing seemed normal.*)
- Adverbial and prepositional phrases to establish time and location (*They stood together silently on the hill as the sun rose.*)
- Statements and questions to foreshadow or state complication (*As she walked home, she felt watched.*)

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors (*turned instinctively*), thoughts (*concerned*), feelings (*pleased*), speech (*asked weakly*)
- Expanded verb groups to show relationship between characters
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships (*"Danny," the old man said, "I was angry. Forgive me."*)
- Expanded noun groups to add description and detail (*He was short, but strong, with light, closely cut hair and a determined face.*)
- Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text

Develop story, including themes with complication and resolution, time, and event sequences through...

- Dependent clauses to add details (*the race, which only happened every four years*)
- A variety of verb tenses to pace narrative and locate events in time, including dialog (“*Where are you going?*,” *I asked.*)
- Connectors to develop and link sections of text to sequence time (*meanwhile, later*), ideas (*in the first place, at this point*), and add information (*what’s more, likewise, in addition*)
- Statements to provide closure, evaluate experience, or summarize narrative (*Finally, it was over; The experience was enlightening; There are some things that can’t be seen but only felt.*)

Engage and adjust for audience through...

- Evaluative word choices to describe author’s attitudes (*with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching*)
- Literary devices (similes and metaphors) to enrich the narrative (*fly like an eagle, life is a highway*), alliteration (*babbling brook*), sensory words/phrases, and onomatopoeia (*tick-tock*)
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in (*She scuffled away across the snowy field like a small hunched animal.*)

GRADES
6-8 WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA 6-8 Inform Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

ELD-LA 6-8 Inform Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns and descriptive titles to introduce topic (*Revolutions, Environmental Disasters, Mining the Earth*)
- Opening statements to identify type of information (*describing, comparing/contrasting, classifying*)
- Relating verbs (*have, be, belong to*) to link an entity with its attributes; define, describe, and classify (*It was a cultural and intellectual movement.*)
- Timeless present verbs (*rises, shapes, determines*) to indicate generalizable nature of information
- Expanded noun groups to define key concepts (*a period in European history that took place*)

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (*the effects versus devastating effects*)
- Generalized nouns to maintain neutrality (*millennials, stringed instruments, marsupials*)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices (saying verbs) to integrate sourced information into report (*said, reported, claims*), direct and indirect quotes

Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through...

- Adverbial and prepositional phrases to specify time and location (*in 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core*)
- Expanded noun groups to add precision (*strummed or plucked vibration of the strings*)
- Adjectives and adverbs to answer questions about quantity, size, shape, manner (*microscopic, right-angled, voraciously, precisely*)
- Contrasting connectors to differentiate between entities or components (*unlike, as opposed to, however*)
- Visuals (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through...

- Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text
- Topic or headings to serve as openers for sentences or paragraphs
- Nominalization to condense clauses (*it rained year after year=annual floods*) or summarize key ideas

GRADES
6-8 WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA 6-8 Argue Interpretive

Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA 6-8 Argue Expressive

Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

Language Functions and Sample Language Features

Introduce and develop claim(s) and acknowledge counterclaim(s) through...

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim (*Graphic novels provide a unique way to read that appeals to many teenagers.*)
- Noun groups to provide details (*Maus, a graphic novel written and illustrated by Art Spiegelman...*)
- Connectors to introduce alternative points of view (*although, on the other hand, unlike, contrary to common belief*)
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (*graphic novels=these unique texts=young adult comic books*)

Support claims with reasons and evidence that are clear, relevant, and credible through...

- A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples or other sources and data) (*according to X, the author's claim*)
- Connectors to elaborate an idea/interpretation (*so, this means, therefore, leading one to believe, a way to think about this*)
- Connectors to link claim(s) with evidence and reasoning (*because, as a result, when, if, although, but*)
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty (*might, could, must, need to*) or to open up to other possibilities (*possibly, apparently, perhaps, definitely, absolutely*)

Establish and maintain formal style through...

- First, second, third person use to connect with reader, build alliance, or maintain neutrality (*unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations*)
- Authoritative declarative sentences to evaluate and interpret events (*Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format.*)
- Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message (*somewhat powerful versus incredibly powerful; ugly versus grotesque*)

Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through...

- Connectors to support inferential conclusions (*Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library.*)
- Comparing/contrasting connectors to differentiate between claims and counterclaims (*unlike, as opposed to, contrasted with, conversely, similarly, in spite of that*)
- Verb structures to present information in a variety of ways (*past, timeless present, passive voice*)
- Connectors to sequence points in the argument and maintain logical progression (*one way, another point, as mentioned previously, in addition*)
- Summary statement to reiterate claim(s), call to action, or encourage a response (*While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear.*)

Language Expectations: Multilingual learners will...

ELD-MA 6-8 Explain Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

ELD-MA 6-8 Explain Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose (*this probability model, randomized sampling will provide more valid results*)
- Relating verbs (*belong to, are part of, be, have*) to define or describe concept

Share solution with others through...

- Generalized nouns to add precision to discussion (*distributions, probability, frequencies*)
- Language choices to reflect on completed and on-going process (*we should have done this, we might be able to, what if we try*)
- First person (*I, We*) to describe approach; third person to describe approach with neutral stance of authority
- Observational (*notice, it appears, looks like*) and comparative language (*different from, similar to, the same*) to share results (*We notice our process was different, but we have the same solution.*)
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement (*It's a possibility, We have to do it this way, Maybe we could look at*)

Describe data and/or problem-solving strategy through...

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions (*randomized variation, proportional relationships, constituents*)
- Visual data displays (tables, tree diagrams, simulations, data charts, manipulatives) to clarify approach and/or solution
- Connectors to link sentences and longer stretches of text signaling details of time (*next, at the same time*), causality (*therefore, consequently, as a result*), clarification (*for example, as seen in the model*)
- Passive voice verbs to explain or analyze (*The variable is given a value of six.*)
- Timeless present verbs to present generalizable truths (*The hypotenuse is opposite the right angle.*)

State reasoning used to generate solution through...

- Causal connectors to express reasoning (*We took these steps to solve problems with the ratios because...*)
- Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (*if/will, if we follow the order of operations, we will show that...*)

Language Expectations: Multilingual learners will...

ELD-MA 6-8 Argue Interpretive

Interpret mathematics arguments by

- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

ELD-MA 6-8 Argue Expressive

Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

Language Functions and Sample Language Features

Create conjecture, using definitions and previously established results through...

- Conditional conjunctions (*if or when*) to make and justify conjecture (*If I add 4/5 and 3/4, the result will be less than 2 because each fraction is less than a whole number.*)
- Relating verbs (*have, belong to, be*) to define principles, operational theorems, and properties (*for right angled triangles the Pythagorean formula is $a^2 + b^2 = c^2$*)
- Adverbial phrases (qualities, quantities, frequencies) to add precision related to conjecture (*For all integers, For every vote candidate A received, candidate B received three votes which means...*)

Generalize logic across cases through...

- Declarative statements to present generalizable processes (*The expression $4n-1$ can be used to find any value in the pattern.*)
- Verbs to apply mathematical principles (commands) (*use, do, apply, divide*) across cases (*Use the distributive property when there is no common factor.*)

Justify conclusions with evidence and mathematical facts through...

- Conditional structures (*if/then, when*) to demonstrate conclusions (*If it's a proportional relationship then the ratio between the 2 variables is always going to be the same thing.*)
- Technical nouns and noun groups to add precision and details (*coordinate plane, one-variable equations, two- and three-dimensional shapes*)
- Models, drawings, graphs to demonstrate principles

Evaluate and critique others' arguments through...

- Questions (*what, how, why, do*), requests (*could, would*) to request information, clarification, procedure (*Could you show me how you got that answer? Why did you do...instead of...?*)
- Causal connectors (*so, because, therefore*) to identify misconceptions (*The pattern is multiplying by a factor of 2, so it can't be a linear function.*)
- Negation (*don't, doesn't, can't*) and obligation modal verbs (*have to, must, should, could, might*) to engage with others (*I don't think you can apply that theorem, I think you have to use this...*)

GRADES
6-8 WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC 6-8 Explain Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC 6-8 Explain Expressive

Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

Language Functions and Sample Language Features

Describe valid and reliable evidence from sources about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms (*effects, predator-prey relationships, magnetic forces*)
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes (*have, be, belong to*)
- A variety of ways to define phenomenon (relative clauses, declarative statements)

Establish neutral or objective stance in how results are communicated through...

- Passive voice and declarative statements (*Indonesia was formed by, tectonic plates have shifted for billions of years*)
- Word choices to moderate stance (hedging) (*could/might, a possibility, usually*)
- Objective and evaluative language to adjust precision and establish shared interest

Develop reasoning to show relationships among independent and dependent variables in models and simple systems through...

- Connectors to link clauses and combine ideas into logical relationships (*as a result, therefore*) or order events
- Variety of clause types to express causality (*If magma is thick, gas bubbles cannot easily escape, building pressure as the magma rises.*)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize patterns in evidence, making trade-offs, revising, and retesting through...

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses (*if/then*) to generalize a phenomenon to additional contexts

Language Expectations: Multilingual learners will...

ELD-SC 6-8 Argue Interpretive

Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC 6-8 Argue Expressive

Construct scientific arguments that

- Introduce and contextualize topic/ phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s) through...

- A variety of ways to define phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms (*molecules, atoms, reactions, energy, regrouping*)
- A variety of verb groups (past, timeless present, future, conditional) to describe events known or anticipated

Support or refute a claim based on data and evidence through...

- Expanded noun groups to classify and/or add details (*energy releasing reactions, reconfigured molecular bonds*)
- Connectors to link clauses and establish logical relationships (*as a result, therefore, to be more precise, instead, however, on the other hand*)
- Variety of clause types to express causality (*If the total number in each type of atom is conserved, there is no change in the atom's mass.*)
- Diagrams, models, data, graphics to add support to claim or evidence

Establish and maintain a neutral or objective stance through...

- Passive voice and declarative statement to establish a factual stance (*Some chemical reactions release energy, others store it.*)
- Word choices to moderate stance (hedging) (*could/might, a possibility, usually, often*)

Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim through...

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text (pronouns, substitutions, renaming subjects, collocations, synonyms)
- Connectors to signal time (*next, at the same time*), causality (*therefore, consequently, as a result, because*), clarification (*for example, this shows how...*)

Language Expectations: Multilingual learners will...

ELD-SS 6-8 Explain Interpretive

Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

ELD-SS 6-8 Explain Expressive

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

Language Functions and Sample Language Features

Introduce and contextualize phenomena or events through...

- Prepositional phrases of time, place to contextualize phenomena or events (*a place where tourists already come*)
- A variety of structures (embedded clauses, relating verbs, nominalizations, noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating outcomes, consequences, or documentation through...

- Passive voice to emphasize main topic (*British trade was disrupted by...*)
- Active verbs to highlight agents and recipients (*The colonists disrupted British trade.*)
- Declarative statements to evaluate and interpret events (*Feudalism was the ultimate system of control for medieval society.*)
- Verbs and adjectives to judge behavior or moral character (*rallied, conquered, cruel, compassionate*)

Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses through...

- Nominalizations to name abstract concepts, ideas, ideologies (*colonization, feudalism*)
- Dependent clauses to express details as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound, or sequential relationships
- Expanded noun groups to add details (*living standards of 18th century people*)
- Connectors to maintain chronological, causal or logical relationships (*as a result, meanwhile, later, in order to*)

Generalize multiple causes and effects of events and developments through...

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize events and name abstract phenomena

Language Expectations: Multilingual learners will...

ELD-SS 6-8 Argue Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS 6-8 Argue Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and a descriptive title to introduce topic (*empire, excavation, The Cradle of Modern Civilization*)
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details (*Mesopotamia, often referred to as the Cradle of Life, was located between the Tigris and Euphrates Rivers.*)
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Connectors to structure paragraphs (*first, in the beginning, meanwhile, as a result, in conclusion*)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support claims with evidence gathered from multiple sources through...

- A variety of clauses to frame details, examples, quotes, data (*according to, historians dis/agree, several sources suggest, these data suggest*)
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened (*during the late Neolithic period, the area between...*)
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions (*I contradicted him, we support, they challenged*)

Establish perspective through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*Soldiers were housed in primitive tents.*) or to keep emphasis on who or what is doing the action
- Objective or emotive language to appeal to logic or feelings (*credited with inventing the wheel versus the greatest inventions of all times*)
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*dominated, absolutely, compelling*)

Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning through...


- Connectors to link claims with evidence and reasoning (*because, but, as a result, when, if, although, therefore*)
- Connectors to signal alternate points of view (*on the other hand, contrary to common belief, according to*), show concession or comparison/contrast (*while, although, instead, despite this, however*)
- Modality in summary statements to reiterate position, or create a call to action (*could be argued, undoubtedly, ought to, may*)

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a gold background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

Annotated Language Sample

Context: This is a mentor text developed by an ELA teacher to apprentice her seventh-grade students to write narratives with a climax and resolution. When she taught her personal narrative unit, the teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the narrative. For example, students learned to identify how writers use language to engage their audience and build tension. Students later were able to use this kind of language in their own writing.

Language Expectation: ELD-LA 6-8 Narrate Expressive

Multilingual learners use language to construct language arts narratives that

- Orient the audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

Functions & Features	Minerva	Functions & Features
<p>Orient the reader to the point of view and context through...</p> <p>First person signaling this is a personal narrative</p> <ul style="list-style-type: none"> • I • my <p>Prepositional phrases to establish time and location</p> <ul style="list-style-type: none"> • <u>on the floor of my bedroom</u> • <u>for 12 hours</u> • <u>to a new house</u> <p>Statement foreshadowing complication</p> <ul style="list-style-type: none"> • <u>She was gone and it was all my fault.</u> 	<p>I collapsed <u>on the floor of my bedroom</u>, sobbing. I had been trying not to cry <u>for 12 hours</u>, and I couldn't hold it in any longer.</p> <p><u>She was gone, and it was all my fault.</u> I never should have moved <u>to a new house</u>.</p> <p>The day before, I moved from my apartment to a new house. The house was bigger than my apartment, with more space for my furniture, my piano, and most importantly of all, my two cats. But soon after I moved in, I <u>thought</u> I <u>had made</u> a terrible mistake by bringing my cats here.</p>	<p>Engage and adjust for audience through...</p> <p>Language to draw the reader in</p> <ul style="list-style-type: none"> • <i>collapsed</i> • <i>sobbing</i> • <i>never should have</i> <p>Develop and describe characters and their relationships through...</p> <p>Verbs describing thoughts</p> <ul style="list-style-type: none"> • <u>thought</u> • <u>had made</u>

Functions & Features

Develop the story with complication through...

Dependent clauses to add details

- fixing the garage door
- what to do out there
- to take my search back outside

A variety of verb tenses

- was
- make
- left...to unpack
- walked
- wouldn't know

Dialog

- "Please make sure you don't let the cats outside"
- "Minerva! Minerva!"

Develop the story with time and event sequences through...

Connectors to sequence time

- **a little while later**

Develop the story with complication through...

Prepositional phrases

- around the house
- under and behind anything

Minerva Continued

A contractor was at the house fixing the garage door. "Please make sure you don't let the cats outside," I told him. "Make sure you don't leave the door open." Then I left the room to unpack - that is where I went wrong.

A little while later I walked into the kitchen and I noticed the garage door was wide open. My heart started pounding.

My cats had never been outside alone before, and they wouldn't know what to do out there.

I quickly checked outside but I didn't see either cat, so I started to search the house. I found one cat, but not the other.

Minerva was missing. I continued to search, getting more and more frantic as I ran around the house looking inside and under and behind anything I could think of.

She was nowhere to be found. I knew I had to take my search back outside.

...

"Minerva! Minerva!" I called, my voice shaking as I tried not to cry. With no luck finding her, I went back inside.

Functions & Features

Develop and describe characters and their relationships through...

Expanded verb groups

- had never been
- started to search
- continued to search

Saying, thinking, and feeling verbs

- told
- noticed
- called
- tried not to cry

Cohesive devices

- my cats ... they
- ... either cat ...
- one cat ... the other (pronoun referencing)
- Minerva ...
- she (pronoun referencing)

Expanded noun groups to add description and detail

- one cat, but not the other

Engage and adjust for audience through...

Descriptive emotive language builds tension

- pounding
- missing
- nowhere to be found

Functions & Features

Develop the story with complication through...

Dependent clauses to add details

- *to see if they had found any cats.*
- *that I would probably never see her again.*

Develop the story with time and event sequences through...

Connectors to sequence time

- **at that point**
- **since 9 o'clock**

Connectors to link ideas

- **that's how**
- **just then**

Minerva Continued

I called animal control *to see if they had found any cats.* They had not, and they told me to keep looking. They didn't sound optimistic. **At that point** it was almost 9 o'clock at night, and she had been missing **since 9 o'clock** that morning. 12 hours and no sign of Minerva. "How could I let this happen?" I thought to myself. "I can't believe I rescued her from a shelter and then I lost her. She would have been better off if I had never gotten her at all. I let it sink in *that I would probably never see her again.*" **That's how** I ended up on the floor, crying.

....

Just then, as I started to pack my bag for school, I heard a noise that sounded like a cat's meow. I whipped my head around. "Is that..?" I heard it again. It was so quiet that it had to be coming from outside. I went back out and searched again. I even looked up in the trees this time but she wasn't there. So I went back inside and listened very carefully. I heard the meow again but I still didn't see her.

Functions & Features

Develop and describe characters and their relationships through...

Verbs to describe behavior

- called
- had found
- whipped
- heard
- searched

Expanded noun groups to add description and detail

- noise that sounded like a cat's meow

Engage and adjust for audience through...

Language to address reader/listener and draw them in

- *probably never see her again*
- *ended up on the floor, crying.*

Functions & Features

Orient audience to context and point of view through...

Prepositional phrases to establish location

- behind the dryer
- in the house
- in a little hole in the wall
- in one of her hiding spots
- up in the ceiling of the garage
- in my lap

Prepositional phrases to establish time

- for at least the fifth time
- the whole time
- all day

Develop story with complication and resolution, time and event sequences through...

Statements to provide closure, evaluate experience, or summarize narrative

- Now I call her ... to panic.
- The whole ordeal was exhausting, ... than ever that I adopted her.
- And when she's curled up in my lap, I think she's grateful, too.

Minerva Continued

Then, as I looked behind the dryer for at least the fifth time, I heard a tiny meow and saw a little bit of fur poking out from a hole in the wall. It looked like a hole where a mouse in a cartoon might live. But it was no mouse - it was Minerva!

I pulled her out of the hole in the wall and hugged her tightly. I kissed her on the head and told her how happy I was to see her. "I'll never lose you again!" I said to her through happy tears. But then I thought, "I never really lost her at all!" She was in the house the whole time, hiding in a little hole in the wall all day. I never knew a cat could do that!

Now I call her my expert hider, and whenever I can't find her, I know not to panic. She's just in one of her hiding spots - most recently it was up in the ceiling of the garage!

More often than not, however, she's in my lap snuggling and purring. The whole ordeal was exhausting, but when it was over, I felt more grateful than ever that I adopted her. And when she's curled up in my lap, I think she's grateful, too.

Functions & Features

Develop and describe characters and their relationships through...

Expanded noun groups to add description and detail

- a tiny meow
- a little bit of fur
- my expert hider

Saying, thinking, and feeling verbs to add nuance to characters' relationships

- told
- said
- thought

Cohesive devices to reference character across text (repetition)

- her ... her ... her

Engage and adjust for audience through...

Evaluative word choices to describe author's attitudes

- hugged her tightly
- kissed
- how happy
- never lose

GRADES
6-8 **WIDA ELD STANDARD 2**
Language for Language Arts

Inform

Annotated Language Sample

Context: This text was written by a multilingual 8th grader. As part of the English language arts curriculum, the students had been studying the genre of biography. Students were paired and interviewed each other. Each wrote an “author biography” of a peer. (Kamaly Tineaval is a pseudonym).

Prompt: Imagine you are a biographer. Write a biography that tells the story of your subject.

Language Expectation: ELD-LA 6-8 Inform Expressive

Multilingual learners use language to construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Functions & Features	Kamaly Tineaval	Functions & Features
<p>Introduce and define topic and/or entity for audience through...</p> <p>Opening statements to identify type of information (describing)</p> <ul style="list-style-type: none"> • Kamaly ... Massachusetts <p>Relating verbs to link an entity with its attributes</p> <ul style="list-style-type: none"> • is <p>Expanded noun groups</p> <ul style="list-style-type: none"> • an author/poet ... Massachusetts <p>Develop coherence and cohesion throughout text through...</p> <ul style="list-style-type: none"> • Kamaly Tineaval (repetition) • Kamaly Tineaval ... his birth ... his safe spot 	<p>Kamaly Tineaval is an author/poet and student living in Leeds, Massachusetts.</p> <p>Kamaly Tineaval was born on January 8, 2005, in Holyoke, Massachusetts but then moved to PR for nursery school. Since his birth he has explored through, essays, chapter books, coloring books, and so on. And finally found his safe spot in poems.</p>	<p>Establish an objective or neutral stance through...</p> <p>Generalized nouns</p> <ul style="list-style-type: none"> • essays • chapter books • coloring books <p>Add precision, details, and clarity about complex attributes through...</p> <p>Prepositional and adverbial phrases to specify time and duration</p> <ul style="list-style-type: none"> • on January 8, 2005 • in Holyoke, Massachusetts • since his birth

Functions & Features

Kamaly Tineaval Continued

Functions & Features

Develop coherence and cohesion throughout text through...

Referential devices to link ideas across text

- he ... he ... he (repetition)
- Kamaly Tineaval... he's, his (pronoun referencing)
- the teacher ... his English teachers

Topic or headings to serve as openers for sentences or paragraphs

- **Kamaly Tineaval**
- **he**

After moving back from PR to Holyoke and then from Holyoke to Northampton, he started new school at Leeds Elementary. When he was in elementary school, he taught by his teachers how to speak English. Soon, he learned to write stories about the worst day of his life and his favorite seasons. He also learned from texting his mom that he don't know how to work the machine and keeping up with his Insta followers how to write. After elementary school he moved on to JFK, where he learned new things and is a better writer now.

Kamaly Tineaval writes all different kinds of poems to[sic], list poems, similes, utopia poems. Some poems that Kamaly Tineaval has written are called, "I had a Goldfish", "Seasons", and "Things I hear in the morning..." Kamaly Tineaval never won an award, but never say never! He's very determined to be the best author/poet he can be and make his old/new teachers, friends, and family proud.

He mostly edits all of his pieces and makes sure they're presentable to the teacher. With the help of his English teachers he gets his work out there for others to see, admire and to gawk over. Right now Kamaly Tineaval is starting 8th grade and is also working on a new masterpiece called "Kamaly Tineaval's Author bio" (coming out soon).

Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through...

Adverbials and prepositional phrases to specify time and location

- after moving back from ... Holyoke
- from ... Northampton
- at Leeds Elementary
- in elementary school
- after elementary school
- on to JFK
- where he ... things
- out there for others to see

Expanded noun groups to add precision

- stories about the worst day of his life
- his Insta followers
- all different kinds... poems.
- the best author/poet he can be
- a new masterpiece called ... bio

Adjectives and adverbs to answer questions about size, shape, manner

- better
- never, never
- very determined
- old/new
- mostly
- presentable

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
 - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 6-8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with classifiers (<i>crescent moon</i>)	expanded noun groups with prepositional phrases (<i>waxing crescent moon in the second half of the month</i>)	expanded noun groups with embedded clauses (<i>waxing crescent moon that was growing each day</i>)	expanded noun groups with a variety of embedded clauses (<i>predictable and observable moon phases in your particular time zone</i>)	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas (<i>the relative positions of the sun, earth, and moon cause these changes</i>)

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	related simple sentences (<i>African savannas are full of wildlife.</i>)	multiple related simple sentences (<i>African savannas are full of life. Explore Tanzania.</i>)	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: <i>African savannas are unique and they have amazing wildlife.</i>)	compound sentences with frequently used ways of combining clauses (<i>A variety of wildlife live in the savanna such as...</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>Since it's an ecosystem, it has a variety of...</i>)	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area (<i>The Black Rhino is at risk of extinction, unless...</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	an increasing number of words and phrases (<i>don't be late for class</i>)	a growing number of words and phrases in a variety of contexts (<i>inside the membrane</i>)	an expanding number of words and phrases including idioms and collocations (<i>gravity is bringing me down</i>)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (<i>at the speed of light</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas (<i>trembling in the corner, pounding rain, the whisper of dragonfly wings</i>)

Grades 6-8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: <i>First...Finally, In 1842, This is how volcanos form</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence...</i>)	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding classifiers: <i>cumulus and cumulonimbus clouds</i>)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>those storm clouds that we saw yesterday</i>)	a flexible range of types of elaboration and some ways to condense ideas (<i>scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system</i>)	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences (<i>The main character is Harry. He is a wizard.</i>)	sentences with emerging use of clauses (no conjunctions: <i>The main character is Harry. His friends are... They go to Hogwarts.</i>)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>He goes to Hogwarts School and his friends are...</i>)	compound sentences with frequently used ways of combining clauses (<i>They fight the forces of evil, yet they can't overcome them.</i>)	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Harry has a lightning bolt scar because he was attacked when...</i>)	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (<i>When Harry is close to Voldemort, his scar throbs.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a small repertoire of words and phrases with developing precision (<i>order of operations, on page 12</i>)	a growing repertoire of words and phrases with growing precision (<i>kinetic energy, law of motion</i>)	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (<i>love-hate relationship</i>)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>fill the beaker to the top line</i>)	a variety of words and phrases, including evaluation and obligation, with precision (<i>stupid test, we should figure this out</i>)	a wide variety of words and phrases with precision (<i>weighing 4.4 pounds on Earth, wrong answer</i>) according to the genre, purpose and discipline

GRADES 9-12

Grades 9-12

Multilingual learners bring knowledge of the world, along with multiple languages and cultural insights, to high school classrooms. Their values, experiences, and socioemotional development are foundations for formulating perspectives in the exploration of complex new ideas. Incorporating students' backgrounds and identities into meaningful topics can promote their engagement in disciplinary practices. High schoolers are critical thinkers who develop deep understandings, evaluate information and attitudes, make choices, and effect change.

Multilingual learners must have access to meaningful rigorous coursework and programs that maximize language development within and across disciplines. The course of studies that multilingual learners choose in high school plays a critical role in their successful transition to college or entrance into satisfying careers. Such coursework, including advanced classes, should be delivered through an asset-based, culturally and linguistically sustaining approach.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 9-12.

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
 - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-12 offers snapshots of some ways students engage in each Key Language Use throughout grades 9-12.

Table 3-12: Snapshots of Key Language Uses in Grades 9-12

Snapshots of Key Language Uses in Grades 9 12	
Narrate	<ul style="list-style-type: none"> • Interpret and construct narratives with complex plots, themes, and developments • Identify perspectives in historical narratives and discern authors' intent in presenting history in a particular light • Develop characters in their own stories and connect themes to issues in past and present
Inform	<ul style="list-style-type: none"> • Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Use available new information to construct and revise research reports that incorporate multiple sources of information
Explain	<ul style="list-style-type: none"> • Analyze and evaluate data in explanations • Identify multilayered causal or consequential relationships in social or scientific phenomena • Apply reasoning or theory to link evidence to the claims in explanations • Construct and revise explanations based on evidence from multiple sources
Argue	<ul style="list-style-type: none"> • Construct claims that offer objective stance using less polarized language so that claims appear more "balanced" • Anticipate what evidence audiences will need and adjust evidence and reasoning accordingly • Adjust arguments based on new data from experiments • Discern what types of arguments are needed, when they are needed, and what purposes they meet in different content areas



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 9-12 are the basis for its **Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-13. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-13: Distribution of Key Language Uses in Grades 9-12

Distribution of Key Language Uses in Grades 9-12				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	◑	◐	●	●
4. Language for Science	◑	◐	●	●
5. Language for Social Studies	◐	◑	●	●

● Most Prominent ◐ Prominent ◑ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-6, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-6, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-6 on the next page shows how the Language Functions and Language Features appear.

Figure 3-6: Grades 9-12 Language Functions and Language Features

GRADES
9-12 **WIDA ELD STANDARD 2**
Language for Language Arts **Inform**

Language Expectations: Multilingual learners will...

<p>ELD-LA 9-12 Inform Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none">• Identifying and/or summarizing central ideas• Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships• Evaluating cumulative impact and refinement of author's key word choices over the course of text	<p>ELD-LA 9-12 Inform Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none">• Introduce and define topic and/or entity for audience• Establish an objective or neutral stance• Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships• Develop coherence and cohesion throughout text
--	--

Language Functions and Sample Language Features

Introduce and define topic and/or entity through...

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity (*Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (*have, be, belong to, consist of*) to link and define entity by its attributes (*The Harlem Renaissance was the development of...*)
- Expanded noun groups to define key concepts, add details or classify information (*economic development that changed a nation, 200 years of occupation, extinct species*)

Establish an objective or neutral stance through...

- Generalized nouns to maintain neutral voice of authority (*artists, scientists, prominent figures*)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes (*said, reported, claimed, predicted; expressions according to, as mentioned by*)

Language Functions (common patterns of language use) appear here and again below

Language Features (examples of language resources) appear here

GRADES
9-12 **WIDA ELD STANDARD 1**
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI 4-12 Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI 4-12 Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES
9-12 **WIDA ELD STANDARD 1**
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI 4-12 Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI 4-12 Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language Expectations: Multilingual learners will...

ELD-LA 9-12 Narrate Interpretive

Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA 9-12 Narrate Expressive

Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context and one or multiple point(s) of view through...

- Title, heading, opening statements to capture readers' interest (*March. Two people, a man and a woman, are walking along the corridor.*)
- Expanded noun groups to introduce the setting (*the sands stretch into the distance, bands of yellow, and grey and gold*)
- A variety of sentence types to introduce the context (rhetorical and other questions, statements, points of view) (*One good deed to set against other, darker, actions. What did it matter?*)
- Statements and questions to foreshadow or introduce complications (*Where the road led, he didn't know, but he was determined to leave David behind before the morning came.*)

Develop and describe characters and their relationships over a progression of experiences or events through...

- Action verbs to describe character behaviors (*Joe leaps into action, grabs his phone and dives for the door, yelling for Julie to follow him.*)
- Complex sentences to establish context and characters (*He stayed with the job because the merchant, although he was an old grouch, treated him fairly.*)
- Attitudinal word choices to express character's feelings, (*very upset*), appreciation (*lovely, fascinating*), or judgment/evaluation (*intricate, grossly incompetent*)
- Cohesive devices (pronouns, demonstratives, renaming, synonyms, collocation, deletion) (*They told us to sit, and we did.*) to reference characters or ideas across the text

Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through...

- A variety of verb tenses to pace the narrative and locate events in time, including dialog (*The wind told me you would be coming and that you would need help.*)
- Dependent clauses to add details (*Village children scampered out the door, which left the room strangely quiet.*)
- A variety of short and complex sentence structures to pace the narrative (*The door flung open. The snow spat at him, sleet slashed his face, winds whistled down the hall.*)
- Connectors to develop and link sections of text as in time, sequence, clarifying (*for instance*), adding information (*likewise, furthermore*), contrast (*on the other hand, even so, at least*)
- Statements to provide closure, evaluate experience, or summarize narrative

Engage and adjust for audience through...

- Word choices to advance mood (surprise, tension, humor, reflection) and to describe author's purpose (*contemptuous eyes, his voice softened*)
- Literary devices to enrich the narrative as in similes and metaphors, alliteration, idioms (*butterflies in her stomach*), figurative and sensory words/phrases, collocation, multilingual words/phrases (*he ate like a burro, focused and intentional*)
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in (*Instantly, the tension in the room lessened.*)

GRADES
9-12 **WIDA ELD STANDARD 2**
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA 9-12 Inform Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA 9-12 Inform Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity (*Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (*have, be, belong to, consist of*) to link and define entity by its attributes (*The Harlem Renaissance was the development of...*)
- Expanded noun groups to define key concepts, add details or classify information (*economic development that changed a nation, 200 years of occupation, extinct species*)

Establish an objective or neutral stance through...

- Generalized nouns to maintain neutral voice of authority (*artists, scientists, prominent figures*)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes (*said, reported, claimed, predicted; expressions according to, as mentioned by*)

Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through...

- Adverbial and prepositional phrases to specify point in time or duration (*on Sept 12, from 1910 to 1920, during World War II*), location (*in a NYC neighborhood*), and manner (*in a calculated movement*)
- Technical word choices to define and classify entity (*Jazz, characterized by polyrhythms and improvisation was...*)
- Verb structures to present information in a variety of ways: timeless present indicates generalizable nature (*It chases and scavenges for food*); passive voice focuses attention on action (*when the food is prepared*)
- Adjectives and adverbs to answer questions about quantity, size, shape, manner (*abundant, colossal, amorphous, rightfully*)
- Comparing/contrasting connectors to entities or components (*unlike, as opposed to, contrasted with, conversely, similarly, in spite of that*)
- Visual representations (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through...

- Referential devices (pronoun reference, synonyms, renaming) (*the subsequent social and artistic explosion=the Harlem Renaissance*) to link ideas across sections of text
- Topic and/or entity, headings to serve as openers for sentences and paragraphs
- Single technical nouns and collocations (*improvisation, blues, piano, double bass*) to define class/subclass (*jazz/New Orleans, West African*), general/specific (*musician/Louis Armstrong*), whole/part relationships (*historical influences on jazz*)

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA 9-12 Argue Interpretive

Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA 9-12 Argue Expressive

Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Language Functions and Sample Language Features

Introduce and develop precise claims and address counterclaims through...

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim (*In “Tongue Tied” Maxine Hong Kingston captures her experience of growing up as a Chinese American woman.*)
- Noun groups to provide details (*The Harlem Renaissance’s intellectual, social, and artistic explosion*)
- Connectors to introduce alternative points of view (*although, on the other hand, unlike, contrary to common belief*)
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (*someone=character=s/he=teenager*)

Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through...

- A variety of clauses (adverbial, embedded) to support claim (quotes, references, detailed descriptions, examples or other sources and data) and provide detail about issue/literary technique (*In “Letter from Birmingham Jail,” King’s extended allusions to multiple philosophers...*)
- Connectors to elaborate an idea/interpretation (*so, this means, therefore, leading one to believe, a way to think about this*)
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty (*might, could, must, need to*), to open up to other possibilities (*possibly, apparently, perhaps, definitely, absolutely*), or to temper space for negotiation (*most would agree, could be a consideration*)

Establish and maintain a formal style and objective tone through...

- First, second, or third person to connect with reader, build alliance, or maintain neutrality (*as teenagers, we...*)
- Authoritative declarative sentences to evaluate and interpret events (*Anzaldúa’s interweaving of literary genres, languages, cultures, and identities in “Borderlands” is highly innovative.*)
- Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence (*a toxic perspective, contradictory information, impressive presentation, successful outcome*)

Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through...

- A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning (embedded clauses, active and passive voice, nominalizations, given/new patterns)
- Comparing/contrasting connectors to differentiate between claims and counterclaims (*unlike, as opposed to, contrasted with, conversely, similarly, in spite of that*)
- If/then clauses to support inferential conclusions (*If these studies are accurate, then it is reasonable to expect*)
- Cohesive devices (deletions, substitutions, ellipsis) to reduce repetition, redundancy (*Teens were told to stop and they did. Teens use social media as a substitute for in-person socializing...if they do that...*)
- Connectors to sequence points in the argument and maintain logical progression (*one way, another point, as mentioned previously, in addition, it is clear then*)
- Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps

GRADES
9-12 **WIDA ELD STANDARD 3**
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA 9-12 Explain Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA 9-12 Explain Expressive

Construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose (*the sum of the angles of a triangle is 180°*)
- Relating verbs (*belong to, are part of, be, have*) to define or describe concept

Share solutions with others through...

- Generalized nouns to add precision to discussion (*congruence, theorems, bisector*)
- Language choices to reflect on completed and on-going process (*we should have done this, we might be able to, what if we try*)
- First person (*I, We*) to describe approach; third person to describe approach with neutral stance of authority
- Observational (*notice, it appears, looks like*) and comparative language (*different from, similar to, the same*) to share results (*We notice our process was different, but we have the same solution.*)
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement (*it's a possibility, that's definitely wrong, we need to*)

Describe data and/or approach to solve a problem through...

- Abstract, generalized, or multi-meaning noun groups to provide precision to mathematical descriptions (*theorems, transformations, plane, translation, reflection*)
- Imperative verbs (*factor, solve, invert, simplify, apply*) to establish a process or approach
- Visual data displays (drawings, software, demonstrations, reflective devices, tables, charts) to clarify approach(es) and solution(s)
- Connectors to link sentences and longer stretches of text signaling details of time (*next, at the same time*), causality (*therefore, consequently, as a result*), clarification (*for example, as seen in the model*).
- Reference devices (personal and demonstrative pronouns, articles, text reference) to create cohesion

State reasoning used to generate own or alternate solutions through...

- Causal connectors to establish or refute relationship, solution, validity (*the relationship is not a function because a function is...*)
- Conditional conjunctions to propose future options (*if/so, if/then*) and generalized relationships (*if/will; if a transversal crosses parallel lines, then the alternate interior angles are congruent*)

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA 9-12 Argue Interpretive

Interpret mathematics arguments by

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA 9-12 Argue Expressive

Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

Language Functions and Sample Language Features

Create precise conjecture, using definitions, previously established results, and stated assumptions through...

- Verb groups and sequential connectors (*first, then*) to recount and explain steps in solving problems assumed to be solvable
- Conditional (*if, when*) to make and justify conjecture (*If a population doubles each week, then it will always be 16 times the original population after 4 weeks.*)
- Adverbial phrases (*qualities, quantities, frequencies*) to add precision related to conjecture (*Lines with equivalent slopes will never intersect.*)
- Relating verbs (*have, belong to, be*) to define principles, operational theorems and properties (*an inscribed angle is the angle formed when... A rhombus is a parallelogram with perpendicular diagonals.*)

Generalize logical relationships across cases through...

- Declarative statements to present generalizable processes (*We don't have outliers in our data. We can use a dot plot or histogram.*)
- Verbs to apply mathematical principles, as in commands (*use, do, apply*) across cases (*We need to rewrite the equation to see if we can use factors to solve it.*)

Justify (and refute) conclusions with evidence and mathematical principles through...

- Conditional structures (*if/then, when, given*) to demonstrate conclusions (*Given all the sides of a cube are the same, take the length and raise it to the third power to find the volume.*)
- Technical nouns and noun groups to add precision and details (*inscribed and circumscribed circles, quadratic equations, recursive definition*)
- Models, drawings, graphs to demonstrate principles

Evaluate and extend other's arguments through...

- Questions (*what, how, why, do*), requests (*could, would*) to ask for information, clarification, procedure (*Could you show me how you got that answer? Why did you do...instead of...?*)
- Causal connectors (*so, because, therefore*) to identify misconceptions (*These two figures have to have the same volume because they have the same height and area even when you change the shape; it's Cavalieri's principle.*)
- Negation (*don't, doesn't, can't*) and obligation modal verbs (*have to, must, should, could, might*) to engage with others (*I don't think you can apply that theorem, I think you have to use this, I found a counterexample.*)

GRADES
9-12 WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC 9-12 Explain Interpretive

Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC 9-12 Explain Expressive

Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

Language Functions and Sample Language Features

Describe reliable and valid evidence from multiple sources about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms (*effects, impairment, perception, antioxidants*)
- Cohesion to reference ideas, information across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes (*have, be, belong to*)
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define a phenomenon

Establish neutral or objective stance in how results are communicated through...

- Passive voice and declarative statements (*The heat within the earth is transmitted. Disease spreads through human contact.*)
- Word choices to moderate stance, such as hedging (*could/might, a possibility, usually*)
- Objective and evaluative language to adjust precision, soften tone, acknowledge others

Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system through...

- Nominalizations to represent abstract concepts
- Connectors to link clauses and combine ideas into logical relationships (*as a result, therefore*)
- Variety of clause types to express causality (*Unable to grow or repair themselves, the corals eventually die.*)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs through...

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses (*if/then*) to generalize a phenomenon to additional contexts

GRADES
9-12 **WIDA ELD STANDARD 4**
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC 9-12 Argue Interpretive

Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC 9-12 Argue Expressive

Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science through...

- A variety of ways to define a phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms (*atmosphere, organisms, carbon dioxide, noble gases*)
- A variety of verb groups (past, timeless present, future, conditional) to describe and/or extrapolate events known or anticipated

Defend or refute claim based on data and evidence through...

- Expanded noun groups to classify and/or add details (*greenhouse gasses, gradual atmospheric changes, irrevocable damage*)
- Connectors to link clauses and establish logical relationships (*as a result, therefore, to be more precise, instead, however, on the other hand*)
- Clauses to link claim with evidence and reasoning (*based on these data, the scientific principle here is...*)
- Diagrams, models, projections, data, graphics to add support to claim or evidence

Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective) through...

- Passive voice and declarative statements to establish a factual stance (*Elliptical paths around the sun are formed by orbiting objects. The sun's radiation varies due to sudden solar flares.*)
- Word choice to moderate stance, i.e., hedging (*undoubtedly, is likely, probable, a possibility, usually, arguably*)

Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal through...

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text, using pronouns, substitutions, renaming subjects, collocations, synonym (*fusion-radiation-energy*)
- Connectors to signal time (*next, at the same time*), causality (*therefore, consequently, as a result, because*), clarification (*for example, this shows how...*)

GRADES
9-12 WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS 9-12 Explain Interpretive

Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS 9-12 Explain Expressive

Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

Language Functions and Sample Language Features

Introduce and contextualize multiple phenomena or events through...

- Prepositional phrases to establish conditions, time, place (*during the Industrial Revolution*)
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through...

- Passive voice to keep emphasis on main topic (*Farm policies were enforced by regulatory agents.*)
- Verbs to highlight agents and recipients (*Migrant workers challenged farm policies.*)
- Declarative statements to evaluate and interpret events (*Impressionist artists showcased a new way to observe and depict the world.*)
- Evaluative verbs and adjectives to judge behavior or moral character (*dominated, succumbed to; ineffective, powerful*)

Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through...

- Nominalizations to name abstract concepts, ideas, ideologies (*racism, reunification, criminalization*)
- Dependent clauses to express details that occur as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound or sequential relationships
- Expanded noun groups to add details (*One young girl lives in the urban streets of Chicago.*)
- Connectors to maintain chronological, causal or logical relationships (*as a result, meanwhile, therefore*)

Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize event and name abstract phenomena

Language Expectations: Multilingual learners will...

ELD-SS 9-12 Argue Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS 9-12 Argue Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and descriptive title to introduce topic (*occupation, reunification, The Allied and Axis forces*)
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details (*Germany's growing domination, which expanded into...*)
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through...

- A variety of clauses to frame details, examples, quotes, data (*according to, historians dis/agree, several sources suggest, these data suggest*)
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions (*they decreed, she conspired, children were playing when*)

Establish perspective through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*Those who resisted were rounded up and sent to work camps.*) or to use active voice to keep emphasis on who or what is doing the action.
- Objective or emotive language to appeal to logic or feelings (*forces, versus brave, focused fighters*)
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*tormented, bravely, substantial*)

Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through...


- Connectors to link claims with evidence and reasoning (*because, but, as a result, when, if, although, therefore*)
- Connectors to signal alternate points of view (*on the other hand, contrary to common belief, according to*); show concession or comparison/contrast (*while, although*)
- Modality in summary statements to reiterate position or create a call to action (*could be argued, undoubtedly, ought to, may*)

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on an orange background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

Annotated Language Sample

Context: This essay *draft* was written by an 11th grader from Vietnam. Students had been defending their textual interpretations and the validity of their analyses of authors’ uses of rhetorical strategies and their effects. This assignment was completed after the class and the teacher had jointly deconstructed and analyzed similar rhetorical strategies, both from published authors and from other students.

Prompt: Carefully read the first five paragraphs from Alice Walker’s “Everyday Use.” In the beginning of the story, the narrator describes the idealistic world of television in juxtaposition to her “real life.” Consider Walker’s rhetorical strategy in the context of this juxtaposition, and describe the effects.

Language Expectation: ELD-LA 9-12 Argue Expressive

Multilingual learners use language to construct language arts arguments that

- Introduce and develop precise claim(s) and address counterclaim(s)
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Functions & Features	“Everyday Use”	Functions & Features
<p>Introduce and develop precise claims through...</p> <p>Declarative statements to frame topic, provide background information, state claim</p> <ul style="list-style-type: none"> • In “Everyday Use” ... invisible conflict. <p>Noun groups to provide details</p> <ul style="list-style-type: none"> • <u>unique organization</u> • <u>an almost invisible conflict.</u> • <u>the opposing views in content of adjacent paragraphs</u> • <u>the continuing subject of division.</u> 	<p>In “Everyday Use” Alice Walker intertwines context, <u>unique organization</u> and juxtaposition to subtly shine a light on an <u>almost invisible conflict.</u></p> <p>Juxtaposition is <u>the opposing views in content of adjacent paragraphs</u> is used to show <u>the continuing subject of division..</u></p> <p>The introduction of Dee is begun with <u>what Mama wanted with a T.V. show providing the dream setting</u> and <u>what Dee actually is in real life.</u></p>	<p>Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through...</p> <p>A variety of clauses to support claim</p> <ul style="list-style-type: none"> • <u>what Mama wanted with a T.V. show providing the dream setting</u> • <u>what Dee actually is in real life.</u>

Functions & Features

"Everyday Use" Continued

Functions & Features

Introduce and develop precise claims through...

Noun groups to provide details

- slight negative tension to her arrival
- the meek resentment the reader initially has
- the idea of sentimental value
- the memory of the quilt.

Pronouns and renaming subjects to maintain cohesion

- the contrast ... the conflict ... the issue ... the true conflict (renaming)
- this (pronoun)

The contrast Dee shows to Mama's hopes and dreams build slight negative tension to her arrival. The meek resentment the reader initially has is superficial as the standard Mama set was fantasy but, the prescence of the emotion set the stage for the conflict. The issue expands with comparisons between Maggie and Dee to show the many differences between the two. **Later in the story** Maggie and Dee end up arguing over a quilt. The literal argument itself is unremarkable and one-sided as Mama has to defend Maggie; the true conflict was in the idea of sentimental value. Dee puts value in the quilt and not in the memory of the quilt. She sees the quilt or any heirloom as something to be collected or chosen. Maggie and Mama cherish memories and knowledge in their entirety; it cannot be denied or rejected. This mirrors the context and contributes to the message of different ways people remember not only the past but also their bloodline.

Support claims with valid reasoning and relevant and sufficient evidence through...

A variety of clauses (adverbial, embedded) to support claim

- the prescence of the emotion set the stage for the conflict
- to show the many differences between the two
- as something to be collected or chosen
- people remember not only the past but also their bloodline

Connectors to elaborate on an idea/interpretation

- **later in the story**

Functions & Features

Establish and maintain a formal style and objective tone through...

Third person to maintain neutrality

- the "Everyday Use"
- Maggie
- Dee

Authoritative declarative sentences to evaluate and interpret events

- Such a massive ... population
- Mama and Maggie's...which they are rising up against.

Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence

- took the nation by storm
- Such a massive and sudden surge
- the loud and proud
- the new outspoken group
- did little to recognize
- a form of ignorance
- mean little
- has no significance

"Everyday Use" Continued

The "Everyday Use" is set in an era where a new wave African-Americans took the nation by storm. Such a massive and sudden surge of cultural created a schism within the population. Maggie represents the old generation, characterized by her shy and nervous persona. While Dee is the new breed of the loud and proud. The new outspoken group Dee symbolises created the back to Africa movement and revived African pride yet did little to recognize the history of slavery and subsequent liberation. Mama and Maggie's generation consider that to be a form of ignorance and that they are no better than the people which they are rising up against. The quilt, names, arguments mean little without the context as the family would have no background with which to draw the real issues from. The differences between Maggie and Dee would be comparable to a sitcom as neither person represent anything. The fight over the quilt has no significance without the backdrop of the civil rights movement.

Functions & Features

Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through...

A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning

- the "Everyday Use" is set in an era where (passive voice)
- the old generation, characterized by her shy and nervous persona (expanded noun group)
- the back to Africa movement (noun group and nominalization)
- with which to draw the real issues from (subordinate clause)
- as neither person represent anything (causal)
- the fight over the quilt (nominalization)
- represents,
- characterized,
- created,
- symbolizes (verbs)

Functions & Features

"Everyday Use" Continued

Functions & Features

Establish and maintain a formal style and objective tone through...

Authoritative declarative sentences to evaluate and interpret events

- Had Dee and Maggie ... less pronounce.
- Today ... not just in race.

Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence

- *pervades*.
- *identity crises*.
- *has many confused*

In the same vein the meaning of the essay would be difficult to convey without the constant separation in character personalities.

Had Dee and Maggie been more similar the representations of generations would have been less pronounce.

Context and juxtaposition work in unison to focus on the issue of personal identity.

The 70's had half the African-American population declaring their nationality and half wondering about what their ancestors would say. **Today** the same issue still persists but not just in race.

It also *pervades* the culture of our people and what it means to be anything, from gender roles to sexual orientation, *identity crises has many*

confused. "Everyday Use" does not offer a solution or point to what is right, instead it sends the message that there are many ways to belong to the same group and yet, at the same time be very different.

Cohesive devices

- personalities had Dee and Maggie been more similar (whole/part)
- context ... the 70's (renaming)
- juxtaposition ... declaring their nationality say (renaming)
- has many [people] confused (omission)

Connectors to sequence points in the argument and maintain logical progression

- **In the same vein**
- **The 70's**
- **Today**

Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps

- "Everyday Use" does not offer a ... different

Annotated Language Sample

Context: This mentor explanation text was developed by a teacher to illustrate the language required for students to answer this type of Algebra 1 problem they might encounter on a final exam or standardized test. The teacher read, deconstructed, and analyzed the mentor text with students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the explanation.

Prompt: Give the domain and range of the relationship. Then tell whether the relation is a function. Explain your answer. $Y = X^2 - 5$

Language Expectation: ELD-MA 9-12 Explain Expressive

Multilingual learners use language to construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Functions & Features	Grade 10 Algebra	Functions & Features
<p>Introduce a concept through...</p> <p>Relating verbs to define or describe concept</p> <ul style="list-style-type: none"> • <u>is, is, is,</u> <p>Mathematical terms and phrases to describe concept, process</p> <ul style="list-style-type: none"> • <u>the equation's domain and range</u> • <u>the vertical line test</u> • <u>X</u> • <u>Y</u> 	<p>I explain that this <u>equation</u> <u>is</u> a <u>function</u> by providing a definition of <u>the equation's domain and range</u> and graphing what it looks like. This helps me see if the equation passes <u>the vertical line test</u>.</p> <p><u>The domain</u> <u>is</u> the set of all numbers that can be substituted for <u>X</u> in the equation. <u>X</u> can be any real number, so the domain is all real numbers.</p> <p><u>The range</u> <u>is</u> all the possible numbers that can be <u>Y</u>.</p>	<p>Share solutions with others through</p> <p>Generalized nouns to add precision</p> <ul style="list-style-type: none"> • <u>equation</u> • <u>function</u> • <u>domain</u> • <u>range</u> <p>First person to describe approach</p> <ul style="list-style-type: none"> • I • me <p>Third person to describe approach with neutral stance of authority</p> <ul style="list-style-type: none"> • <u>the domain</u> • <u>the range</u>

Functions & Features

Grade 10 Algebra Continued

Functions & Features

Describe data and/or approach to solve a problem through...

Connectors to link sentences and longer stretches of text signaling

- **one way** (clarification)
- **as shown below** (clarification)

Verbs to establish a process or approach

- **to graph**
- **intersect**

Multi-meaning noun groups to provide precision to mathematical descriptions

- **positive**
- **the range**
- **function**
- **every possible value**

Reference devices to create cohesion

- the equation ... the equation (repetition)
- this ... this (repetition)
- X^2-5 ... X^2-5 (repetition)
- $Y \geq -5$... Y (renaming)

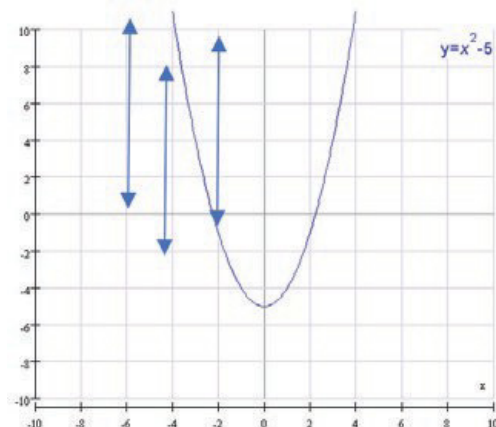
Visual data displays to clarify approach (es) and solution(s)

Because X^2 is **positive** or at a minimum 0, (X^2-5) could be -5 or greater. This

means that **the range** is $Y \geq -5$.

Therefore, the equation, $Y = (X^2-5)$, is a **function because** for **every possible value** for X, there is only **one value** of Y.

One way to show that this is true, is **to graph** the equation and use the vertical line test. If vertical lines **intersect** the graph at a single point, **then** the equation is a **function, as shown below.**



State reasoning used to generate own or alternate solutions through...

Causal connectors to establish or refute relationship, solution, validity

- **because**
- **therefore**
- **because**

Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (if/will)

- **if ... then**

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
 - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with prepositional phrases (<i>the chemical element with the symbol H</i>)	expanded noun groups with embedded clauses (<i>chemical element that has these physical properties</i>)	expanded noun groups with a variety of embedded clauses (<i>chemical element with the symbol Na and an atomic number 11 that ...</i>)	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers (<i>the chemical element with the symbol H and atomic number 1</i>)	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	multiple related simple sentences (<i>All people have needs and wants. This is called demand.</i>)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>All people have needs and wants and it's called demand.</i>)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>All people have needs and wants but there are only limited...</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (Whenever <i>there is an increased demand, the prices go up.</i>)	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (Despite <i>the obvious problems with equity, some people...</i>)	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area (<i>Interest rates are controlled by the Federal Reserve Bank, although some would argue...</i>) with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a growing number of words and phrases in a variety of contexts (<i>sit tight for the announcements, in this novel</i>)	an expanding number of words and phrases including idioms and collocations (<i>to make a long story short</i>)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (<i>within seconds</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>division of power versus long division</i>)	strategic use of various words, phrases, and expressions with shades of meaning across content areas (<i>tumultuous and catastrophic events</i>)	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas (<i>stares, hesitates, agonizes and finally...</i>)

Grades 9-12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short text that conveys intended purpose using predictable organization (paragraph openers: <i>First..., Finally, In November, Plant cells have...</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	Elaborate or condense ideas through...					
	some types of elaboration (demonstratives: <i>these five rules</i>)	an expanding number of types of elaboration (adding classifiers: <i>Roman empire</i>)	a variety of types of elaboration (adding in embedded clauses after the noun: <i>ancient kingdoms which were buried by ash</i>)	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences with emerging use of clauses (<i>Bolivia is in South America. It's a home to...</i>)	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions (<i>Bolivia is in South America and it's a home to...</i>)	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas (<i>Democracy was established in the 1980s, yet, leaders...</i>)	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: Although the northern part of...)	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area (Despite the country's suffering...)	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area (Even though Spanish is the official language, several indigenous languages are spoken.)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a growing repertoire of words and phrases with growing precision (<i>mitosis, symbiotic relationships</i>)	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision (<i>miss the boat</i>)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>by exploring cultures, later that day</i>)	a variety of words and phrases, including evaluation and obligation, with precision (<i>we shall overcome</i>)	a wide variety of words and phrases with precision (<i>the dictator ruled with terror</i>) according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases (<i>marveled at the Eiffel Tower</i>) according to the genre, purpose, and discipline



Section 4: Resources



Key Language Uses: A Closer Look

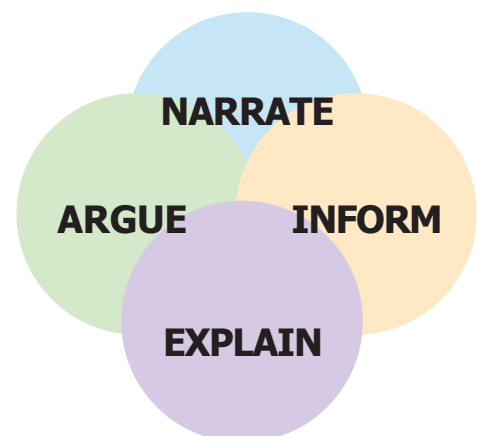
Section 2 of this document, “Understanding the WIDA ELD Standards Framework,” introduces readers to Key Language Uses. This resource takes a deeper dive into the common and unique linguistic and organizational features of each Key Language Use, and includes the following:

- A brief review of the Key Language Uses
- A quick reference table that includes brief definitions, examples of genres, and curricular contexts
- Common linguistic and organizational features across Key Language Uses
- Unique linguistic and organizational features of each Key Language Use
 - A definition of each Key Language Use
 - Example genres within each Key Language Use
 - Samples of how each Key Language Use is applied in a classroom setting across all grade level clusters.
 - Descriptions of how each Key Language Use appears across the disciplines
 - Examples of how each Key Language Use interacts with and builds on other Key Language Uses

A Review of the Key Language Uses

The four Key Language Uses—Narrate, Inform, Explain, Argue—represent prominent genre families in the context of the disciplines to 1) help bring focus and coherence to the language of schooling and 2) prompt educators to attend to language in systematic, explicit, and sustained ways. Key Language Uses provide a natural source for collaboration between content and language teachers and help educators make choices to prioritize and organize content and language integration.

Figure 4-1: The Four Key Language Uses



Genres are multimodal types of texts (oral, written, visual) that recur frequently for specific purposes, with specific discourse organization and language features (e.g., biographies).

Genres with similar characteristics (e.g., biographies, autobiographies, short stories) can be grouped together into **genre families** (e.g., narrate).

Key Language Uses reflect the most high-leverage genre families across academic content standards. They are **Narrate, Inform, Explain, and Argue**

As genre families, Key Language Uses overlap, blend, and build on each other. They are not strict categorical divisions. For example, as students develop complex explanations, they may Inform (by naming, defining, describing, or comparing and contrasting something), and even Narrate (e.g., include an anecdote) as they work to help their audiences accurately understand the *how* or *why* of a concept (Explain). Narratives can be embedded within other expository structures, such as those in the families of Argue and Explain. Argue can incorporate elements of many Key Language Uses, as it seeks to show an audience the validity of a position.

Educators who are aware of how genres work in school can offer students explicit and systematic explanations of the way language works in context. This understanding can also help educators shift from seeing language as a static

inventory of structures to language as a functional resource for making meaning. In other words, Key Language Uses draw attention to the language of schooling to help both students and educators see that language use is shaped by

- The larger context of schooling
- The content area, topic, and purpose for using language
- The person(s) with whom one communicates
- Students' identities and social roles
- The channel of communication

Table 4-1 offers a quick reference to the definition of each Key Language Use, along with examples of genres and classroom applications.

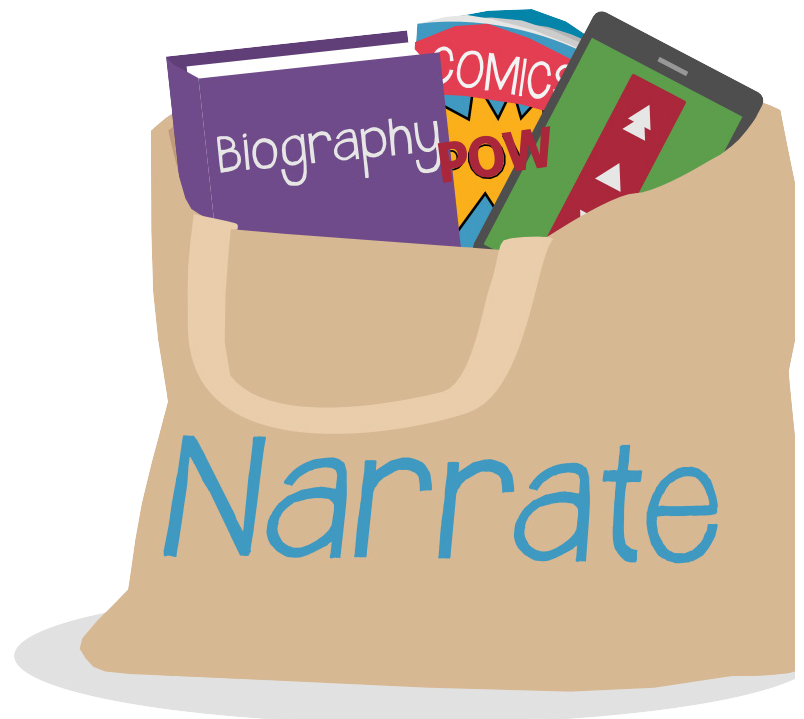


Table 4-1: Definitions of Key Language Uses

Key Language Use (Genre Family)	Genre Examples	Sample Classroom Applications
<p>Narrate Represent experiences through stories and histories</p>	<ul style="list-style-type: none"> • Stories: personal recounts of real experiences or imaginative creative stories (e.g., personal narrative, short stories, novels, mystery, science fiction, fantasy) • Histories: autobiographies, memoirs, biographies, and historical recounts 	<ul style="list-style-type: none"> • My first day of school. • Imagine yourself as a person in a particular historical period. • Who are my heroes?
<p>Inform Communicate factual information on a topic</p>	<ul style="list-style-type: none"> • Descriptive, compositional, classifying, contrastive or comparative reports • Lab reports, investigation reports, design reports, problem-solution reports 	<ul style="list-style-type: none"> • What are environmental disasters? • How are stars and planets different? • How do cells divide?
<p>Explain Give account for how or why things work</p>	<ul style="list-style-type: none"> • Sequential • Causal • Cyclical • Factorial • Consequential • Mathematical explanations 	<ul style="list-style-type: none"> • How does a bill become a law? • Why do I have hiccups? • How does a caterpillar become a butterfly? • How are tornadoes formed?
<p>Argue Justify one’s claims using evidence and reasoning</p>	<ul style="list-style-type: none"> • Exposition (one side) • Discussion (both sides) • Challenge • Critical response • Book, film, videogame reviews • Mathematical arguments • Scientific arguments 	<ul style="list-style-type: none"> • Should plastic straws be banned? • Defend, challenge, or qualify a character’s view of the relationship between wealth and justice. • A response to immigration policy. • Should masks be required in a global pandemic? • Develop mathematical proofs.

(de Oliveira, 2016; Derewianka & Jones, 2018)

Common Linguistic and Organizational Features of Key Language Uses

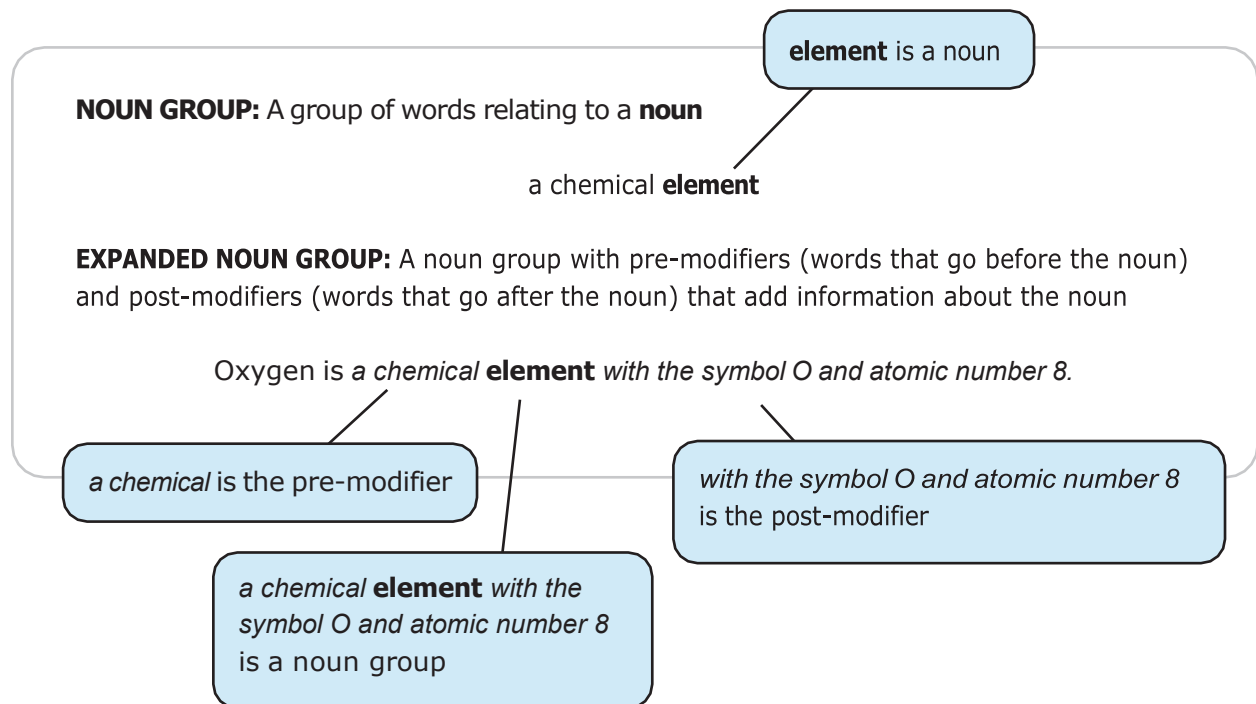
While each Key Language Use has unique organizational structures and language features, several are common across all Key Language Uses. In this section we highlight and discuss three such structures and features:

- Noun groups
- Nominalization
- Given/new organizational pattern of discourse (also known as zig-zag)

Teachers who recognize how these common language features work in texts can explicitly teach them to multilingual learners. This will help learners use these features across various Key Language Uses, making these features portable. Ultimately, this recognition will increase students' independence in being able to read academic texts on their own, regardless of genre.

Noun Groups

Academic texts are often challenging because of the density of information packed in noun groups connected with one simple verb (*is, have, are, was*). A **noun group** is a *group of words relating to a noun* (e.g., a *chemical element*). An expanded noun group typically includes pre-modifiers (words that go before the noun) and post-modifiers (words that go after the noun) that add information about the noun.

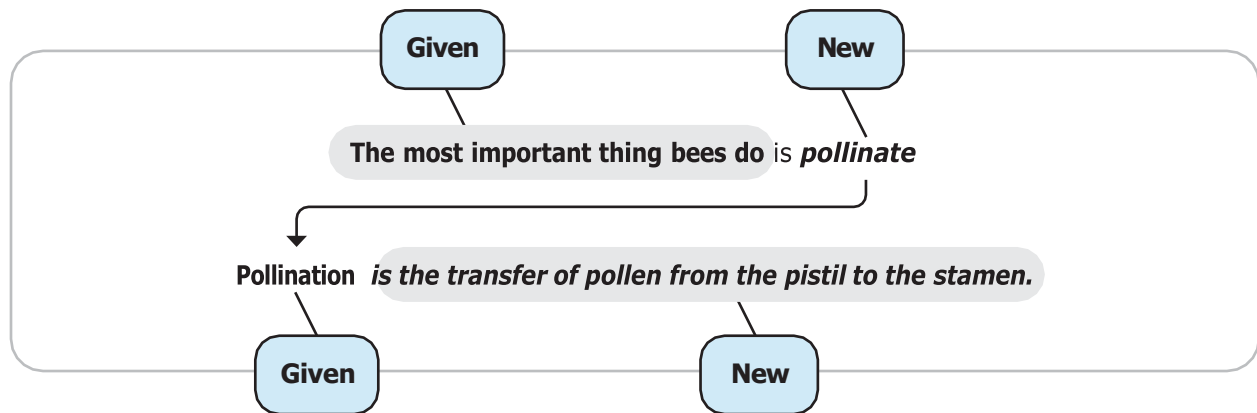


Nominalization

Nominalization is a prominent feature of written text. It occurs when events and qualities are represented as “things,” using an abstract noun instead of a verb, adjective, or clause (e.g., discrimination, assumption). Many abstract and technical terms are nominalizations that help us condense information (e.g., fragmentation, deposition, pollination). At the same time, nominalizations often emphasize an end result of an action while making the doer of that action disappear.

Given/New Information

Given/new Information is an organizational pattern in written texts in English that functions to build and sequence information between sentences. The **given (or known)** information is placed at the beginning of the sentence. The **new (or unknown)** information is placed at the end of the sentence. In the sentence that follows, the new information is picked up as **given** so that more information can be added, typically through the use of nominalization. For example:



The first sentence presents “**The most important thing that bees do**” as given information and “**pollinate**” as new information. The second sentence starts with the nominalization “**pollination,**” now as a **given**. The given/new pattern allows the second sentence to capture and build on the concept pollinate as **given** so that more information can be added (e.g., the transfer of pollen from a stamen to a pistil).

Educators can undoubtedly identify other common organizational patterns and language structures in English. Being able to see how these patterns and structures connect to the Key Language Uses can help you use them with your multilingual learners.

Unique Linguistic and Organizational Features of Key Language Uses

Narrate: Represent Experiences Through Stories and Histories

The Key Language Use **Narrate** refers to the way students use language to represent experience—real or imaginary. This genre family has the function of engaging and/or informing the reader or audience. (See Table 4-2 for examples.) The many genres that come under the umbrella of Narrate serve purposes including to convey what one imagines, to share an experience, to entertain, to inform, and to persuade. Narratives can take the form of stories, such as fictional creative short stories and novels, or nonfiction news stories and anecdotes. They can also take the form of histories, such as chronicles, biographies, and historical recounts.

Narratives tend to follow cultural story-telling patterns, and cultural norms for narratives can affect students' interpretations. It is important to be mindful that multilingual learners from different backgrounds may approach aspects of narrative such as truth, identity, and themes according to their cultural norms.

Table 4-2: Narrate Genre Family

Sample Genres	Purpose	Sample Classroom Applications
Personal recount	Reflect on experience by giving details of an incident	<ul style="list-style-type: none"> • How I came to this country • Our class field trip to the virtual museum
Short stories	Engage, encourage reflection, entertain, or teach a moral lesson	<ul style="list-style-type: none"> • The Rabbit and the Fox • Finding Helena
Anecdotes	Share a short and amusing episode about a real person	You won't believe what happened!
News stories	Inform about newsworthy events in a compelling way	Writing a story or blog for a school newspaper: Safety in School
Autobiographies	Recount episodes in someone's life as told by that person	<ul style="list-style-type: none"> • <i>A Long Walk to Here and Now</i> • <i>Hard Lessons Learned</i>
Biographies	Recount episodes from another person's life	<i>A Biography of Nelson Mandela</i>
Historical recounts and accounts	<ul style="list-style-type: none"> • Recount historical periods • Recount and explain historical stages 	<ul style="list-style-type: none"> • The Ming Dynasty • The Victorian Era • U.S. Immigration History

Narrate Through the Years of Schooling

As students move through school, what they are expected to be able to do with Narrate changes (see Table 4-3). Students are always expected to express their ideas, interact with others, and create multimodal texts (written, oral, visual), but the resources they are expected to use become more sophisticated and often build upon previously acquired ways of using language. As such, when a multilingual learner arrives any time after early elementary school, they may need a great deal of support in building up their resources for Narrate.

Table 4-3: Narrate Through the Years of Schooling

Early Elementary	Upper Elementary and Middle	Middle and High School
<p>Young learners come to school with experience and skill in telling stories. They use language to narrate when they</p> <ul style="list-style-type: none"> • Share and reflect on lived experiences • Retell or create imaginative stories that rely on shared understanding with their audience • Create multimodal texts that include drawings and spelling approximations 	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"> • Add details about people, characters, scenes, settings, and actions • Create images in the reader’s mind through richly descriptive language • Interpret and develop more complicated plots • Move back and forth between spoken and written modes as they create increasingly coherent multimodal narratives for a variety of contexts and purposes 	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"> • Add nuance to how they describe people, objects, scenes, and actions • Use dialogue to provide insight into character’s motives and personalities • Underscore the significance of events • Manipulate pace to bring attention to key points in the narrative • Create tension and suspense • Draw on a range of language resources to make narratives flow well and hang together coherently

Narrate Across Content Areas

Narratives as a genre family are generally associated with literature or language arts; however, narratives are present in all disciplines, as shown in Table 4-4.

Table 4-4: Narrate Across Content Areas

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce narratives to</p> <ul style="list-style-type: none"> • Convey real or imaginary experience through short stories, novels, anecdotes, memoirs, and autobiographies • Develop and process their own identities 	<p>In mathematics, students process and produce narratives to</p> <ul style="list-style-type: none"> • Illustrate mathematical concepts • Contextualize and build stronger connections to the applications of math, bringing them to life in story forms 	<p>In science, students process and produce narratives to</p> <ul style="list-style-type: none"> • Tell stories that add meaning to technical and abstract scientific phenomena • Share observations of how things work and evolve, and of how humans become interested in science 	<p>In social studies, students process and produce narratives to</p> <ul style="list-style-type: none"> • Communicate their perspective on what happened, who was involved, and where and when it took place (settings, epochs) • Paint a larger picture of a particular event or social phenomenon

How Narrate Interacts with other Key Language Uses

As a genre family that allows students to create real or imaginary stories and recount histories, the Key Language Use Narrate relies largely on descriptions and sequencing of events. This way of using language underlies the other Key Language Uses as well. It is typical, for example, for arguments to include a personal story to connect with the audience, or for a science explanation to use a narrative to illustrate a phenomenon.

Inform: Communicate Factual Information on a Topic

The Key Language Use **Inform** allows students to observe, record, and describe information about the natural world around them. (See Table 4-5 for examples.) This genre family consists of texts that convey facts in nonfiction contexts as students define, describe, compare, contrast, organize, categorize, or classify something (for example, a favorite animal, a musical instrument, a planet, an epoch, or other newly researched knowledge). Informational texts are often multimodal: they tend to include pictures, symbols, charts, diagrams, illustrations, and other means that help to show relationships like parts to whole, or classes/subclasses of things.

Table 4-5: Inform Genre Family

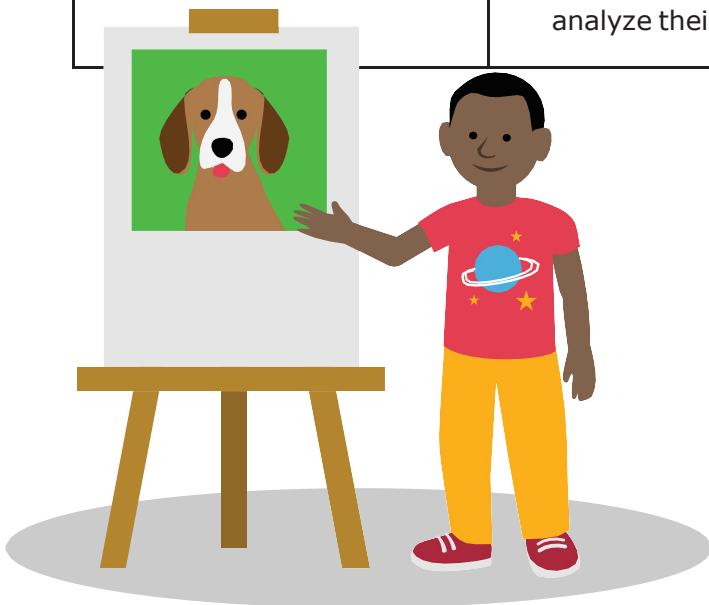
Sample Genres	Purpose	Sample Classroom Applications
Descriptive report	Give information about an entity by describing its uses, characteristics, physical attributes, behavior, or other features	<ul style="list-style-type: none"> • Dolphins • Magnets • Stages of cell division
Classifying report	Organize and describe a field or topic into class and subclass hierarchies	<ul style="list-style-type: none"> • Classes of environmental disasters • Types of software
Comparative report	Identify similarities and differences between two or more things	<ul style="list-style-type: none"> • Stars and planets • Mitosis and meiosis
Compositional report	Describe parts and wholes	<ul style="list-style-type: none"> • Layers of the rainforest • The acoustic guitar
Lab report	Describe experiments using the scientific method	Types of techniques to separate mixtures
Investigation report	Research a topic using a variety of sources	The impact of COVID-19 on school learning
Design report	Design and create a product, service, performance, or artwork	Designing and constructing multimedia compositions
Problem-solution report	Devise a solution to a problem	Solutions report: robot arm designs for trash pick up

Inform Through the Years of Schooling

The language demands required for students through the Key Language Use Inform change significantly throughout the years of schooling. The language for observing and describing information shifts from describing people, places, and objects in the immediate environment to classifying and categorizing more abstract phenomena involving deeper taxonomies. What students can demonstrate with the language for informing depends on their knowledge of the topic; therefore, students need support to research topics before reporting on them. Because linguistic demands of Inform increase through the years of schooling, multilingual learners need ongoing explicit support with Inform across the grades. The progression is shown here in Table 4-6.

Table 4-6: Inform Through the Years of Schooling

Early Elementary	Upper Elementary and Middle	Middle and High School
<p>Young learners use language for informing when they</p> <ul style="list-style-type: none"> • Report on topics they know well • Discuss or write about people, places, or familiar things in their environment, such as “My dog Charlie” 	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"> • Report on their researched topics at a distance and in general terms such as “Canine species” or “Dogs” in general • Manage information about entities according to their composition and classifications, to compare and contrast phenomena, and to analyze their features 	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"> • Provide extended scientific classifications or technical information with much more detail, precision, and sophistication • Share their research findings through different kinds of reports (e.g., more complex problem-solution reports and lab reports)



Inform Across Content Areas

Because information reports are used to describe phenomena and entities, these texts are more prevalent in science and social studies; however, they are also present in mathematics and language arts. (See Table 4-7 for examples.)

Table 4-7: Inform Across Content Areas

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce information to</p> <ul style="list-style-type: none">• Ask and answer questions about local and global issues• Compare and contrast themes in various works• Research, summarize, draw conclusions, and report findings	<p>In mathematics, students process and produce information to</p> <ul style="list-style-type: none">• Ask and answer questions, explore, model, conjecture, test, and prove• Define and represent concepts• Engage in problem-solving	<p>In science, students process and produce information to</p> <ul style="list-style-type: none">• Ask and answer questions about phenomena• Explore solutions to problems• Elaborate on concepts and processes	<p>In social studies, students process and produce information to</p> <ul style="list-style-type: none">• Ask and answer questions about past and present events• Pursue investigations through the tools and lenses of geography, history, economics, and political science

How Inform Interacts with other Key Language Uses

When students research a topic, the newfound knowledge can inform the basis for evidence in arguments. The researched material can also inform the background of a narrative short story. When students explain a phenomenon with a poster, they might need to inform by providing a definition of key concepts, such as magnetism. When asked to explain how energy flows through an ecosystem, they may need to inform by classifying the components of an ecosystem.

Notice that information reports are different from explanations because, for example, while the former describes or classifies such phenomena as clouds, explanations are concerned with how clouds are formed or why it rains.

Explain: Give Account for How or Why Things Work

The Key Language Use **Explain** centers on locating and substantiating the inner workings of natural, artificial, and social phenomena (see Table 4-8). Explanations are more than descriptions or recounts—they ask not only about the “what,” but the “how,” thus searching for causal relationships and overarching theories to construct deeper understandings. As they grow in complexity, explanations often draw on the unobservable or underlying concepts or mechanisms for how something works.

Table 4-8: Explain Genre Family

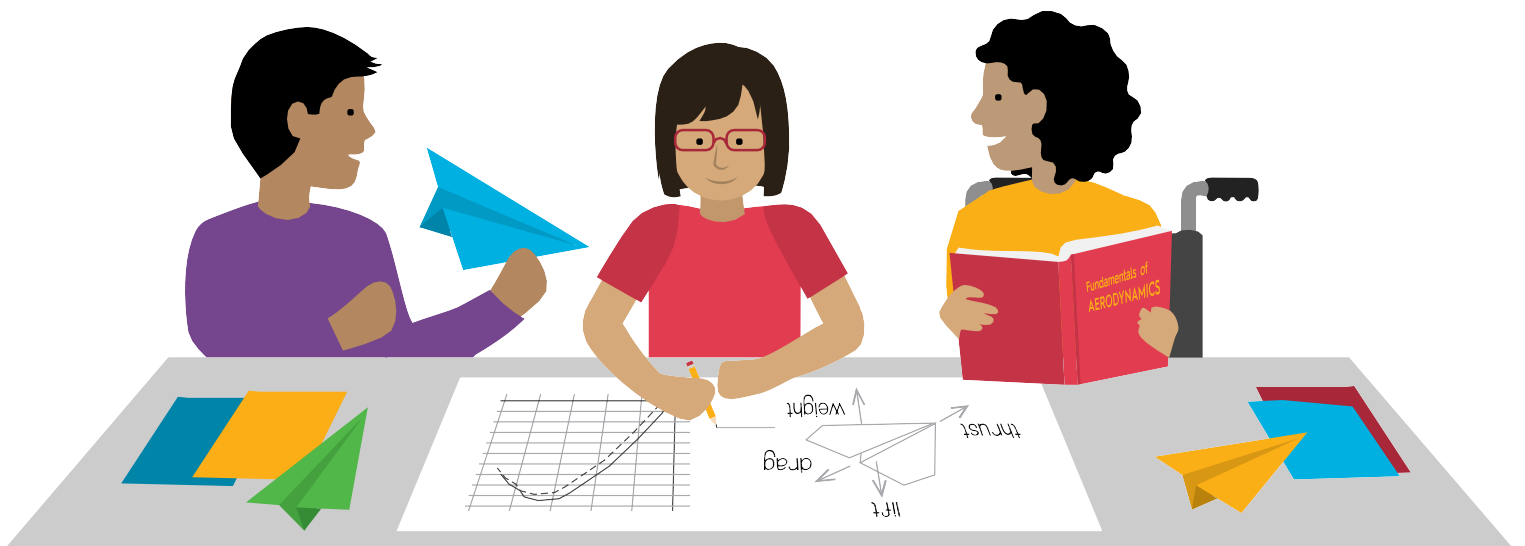
Sample Genres	Purpose	Sample Classroom Applications
Sequential explanation	Explain phenomena in a linear sequence	<ul style="list-style-type: none"> • How recycled paper is made • How a bill becomes a law
Causal explanation	Explain phenomena in a linear sequence showing how one step causes the next	<ul style="list-style-type: none"> • How a volcano erupts • How a solar eclipse occurs • How we get hiccups
Cyclical explanation	Explain phenomena in a way that the last step is also the beginning of the cycle	<ul style="list-style-type: none"> • The life cycle of a frog • The water cycle
Systems explanation	Explain how a system works. Includes a description of the components and how they relate and interact with one each other.	<ul style="list-style-type: none"> • How the desert works as an ecosystem • How the branches of the government work • How school or local community works as a system
Factorial explanation	Explain factors (multiple causes) that contribute to an event or outcome	<ul style="list-style-type: none"> • Factors that create the conditions for a tornado • Factors that led to World War II
Consequential explanation	Explain consequences (multiple effects) of an event	<ul style="list-style-type: none"> • What are the consequences of not following our classroom community rules? • What happened as a result of Westward Expansion in the U.S.? • What were the consequences on Native people?

Explain Through the Years of Schooling

The language demands required for students through the Key Language Use Explain change significantly throughout the years of schooling. The language for explaining how or why things work shifts from explaining observable phenomena in early years to explaining the underlying causes and the inner workings of natural, built, or social phenomena in later ones. Explanations take on a more multifaceted nature because they deal with complex phenomena involving multiple causes and multiple effects. Because linguistic demands of Explain increase through the years of schooling, multilingual learners need ongoing explicit support with Explain across grade levels. The progression is shown in Figure 4-9.

Table 4-9: Explain Through the Years of Schooling

Early Elementary	Upper Elementary and Middle	Middle and High School
<p>Young learners use language for explaining when they</p> <ul style="list-style-type: none"> • Share their observations of the how and why of observable and familiar phenomena (life cycle of a butterfly) • Use diagrams, drawings, speech, and some writing to process and produce multimodal texts that are sequential (from farm to table) or cyclical (how a caterpillar becomes a butterfly) 	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"> • Convey the underlying causes of phenomena (how magnets work) • Identify consequences of events or actions (what happens as a result) • Establish connections and relationships between different ideas 	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"> • Establish more complex connections between causes and effects • Convey more abstract concepts and relationships among ideas (how aerodynamics or electromagnetism work) • Use multiple sources of empirical evidence to locate and substantiate underlying causes for phenomena



Explain Across Content Areas

Explain features prominently in the fields of science and social studies, as these two disciplines exist to explain natural, artificial, and social phenomena. However, it is also present in other content areas, as shown in Table 4-10.

Table 4-10: Explain Across Content Areas

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce explanations to</p> <ul style="list-style-type: none"> Account for how ideas, characters, and themes develop in various literary and informational works 	<p>In mathematics, students process and produce explanations to</p> <ul style="list-style-type: none"> Account for how something was done (how students determined a solution or came to a conclusion) Convey flaws in the chain of mathematical reasoning 	<p>In science, students process and produce explanations to</p> <ul style="list-style-type: none"> Account for the underlying causes or principles of phenomena Draw on scientific models, principles, and ideas that are based on evidence 	<p>In social studies, students process and produce explanations to</p> <ul style="list-style-type: none"> Account for causal and consequential relationships among events and outcomes Foreground reasons that contribute to outcomes Account for the effects or consequences of something Account for how political, economic, or cultural systems work

How Explain Interacts with other Key Language Uses

As students develop complex explanations, they may Inform (e.g., by naming, defining, describing, or comparing and contrasting something), Narrate (e.g., include an anecdote), and Argue (e.g., make a claim) as they work to help their audiences accurately understand the how or why of a concept.

Explanations share some features with the Key Language Use Inform. Yet, while Inform is concerned with describing, classifying, or categorizing things, explanations ask students to substantiate the inner workings, the how and why of phenomena or issues. For example, instead of merely describing types of precipitation, explanations require that students convey why it rains or snows. Argue also shares similarities and differences with Explain. Whereas Explain starts with the assumption of truthfulness as it proceeds to answer questions about the why or how of something, Argue is concerned with making others believe that something is true or persuading people to change their beliefs or behavior.

Argue: Justify One’s Claims Using Evidence and Reasoning

The Key Language Use **Argue** refers to the way students use language to change the audience’s point of view, to bring about action, or to ask the audience to accept one’s position or evaluation of a concept, issue, or problem. Argue has the function of validating, evaluating, and persuading by supporting or challenging points of view, advocating for particular approaches, convincing based on the merits of a proposed solution, interpreting messages in a text, or analyzing various aspects of a literary work. The practice of constructing convincing arguments propels student thinking and learning, develops critical judgement, and enhances oral language, writing, and research skills. (Table 4-11 shows examples.)

Table 4-11: Argue Genre Family

Sample Genres	Purpose	Sample Classroom Applications
Persuasion	Convince an audience to act in a particular way	<ul style="list-style-type: none"> • Plastic straws should be banned! • Save the rainforests!
Discussion	Discuss two or more sides of an issue	<ul style="list-style-type: none"> • Nuclear power, for or against? • Online learning, pros and cons
Challenge	Rebut a position on an issue	<ul style="list-style-type: none"> • Graffiti is art • A response to immigration policy
Review	Assess the value of a work	Reviews of books, films, videogames
Interpretation	Interpret message in a work, usually a literary text or art form	<ul style="list-style-type: none"> • What is the message/theme in <i>The House on Mango Street</i>? • Literary elements in <i>Bless Me Ultima</i>
Critical response	Analyze and evaluate various aspects of a texts, including ideas, themes, messages, and symbols	<ul style="list-style-type: none"> • Analyze the representation of Mexicans in <i>American Dirt</i>

Argue Through the Years of Schooling

The language demands required for students to argue change significantly throughout the years of schooling (see Table 4-12). The expression and elaboration of ideas shifts from describing personal opinions about everyday topics to using research, data, and textual evidence to engage with abstract concepts. Interacting with and convincing an audience requires increasing control over language resources that express attitude and engage with possibilities. For example, creating coherent and logical texts through textual organization, connectives, and reference becomes increasingly sophisticated and varied. Multilingual learners need ongoing explicit support with Argue across the grades.

Table 4-12: Argue Through the Years of Schooling

Early Elementary	Upper Elementary	Middle and High School
<p>Young learners use language for arguing to</p> <ul style="list-style-type: none"> • Express emotions, likes, and dislikes on familiar topics such as food and games • Formulate and share opinions through short multimodal texts about familiar issues 	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"> • Substantiate claims with evidence and reasoning on topics outside their realm of personal experience • Elaborate on ideas from research, data derived from experiments, or citations from literary texts • Engage with other voices, possibilities, and perspectives 	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"> • Express attitudes, adjust the strength of feelings and opinions, refer to other perspectives, and engage the audience • Sustain claims and reasoning by weighing evidence, evaluating data sources, and connecting evidence to claims • Contextualize and evaluate primary and secondary sources • Conduct and present research • Analyze sophisticated literary texts

Argue Across Content Areas

The Key Language Use Argue is relevant to every content area. Students are expected to engage in evaluation and persuasion in each discipline. Some distinctive features of Argue across the disciplines are highlighted in Table 4-13.

Table 4-13: Argue Across Content Areas

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce arguments to</p> <ul style="list-style-type: none"> • Determine the validity of a claim, position, belief, or conclusion • Offer reasons and evidence from multiple sources to support an opinion or claim • Convince someone to believe or do something • Respond to, interpret, and evaluate literary and informational works 	<p>In math, students process and produce arguments to</p> <ul style="list-style-type: none"> • Examine and evaluate the validity of conjectures (explanations) • Distinguish correct from flawed reasoning • Examine connections to mathematical principles or previously accepted ideas 	<p>In science, students process and produce arguments to</p> <ul style="list-style-type: none"> • Test out claims about the world • Evaluate the limitations of a claim • Design solutions • Engage in a process of reasoning that is grounded in evidence • Reach agreements 	<p>In social studies, students process and produce arguments to</p> <ul style="list-style-type: none"> • Interpret and analyze the nature of historical understandings • Evaluate and communicate understandings through political, historical, geographic, and economic lenses • Discuss and evaluate sources that are grounded in evidence

How Argue Interacts with Other Key Language Uses

Argue incorporates elements of other Key Language Uses as it seeks to show an audience the validity of a position. For example, an anecdote Narrate may introduce the background of an argument, definitions and facts Inform may frame the evidence to defend a claim, and an explanation Explain may be the basis for evidence.

In science, in particular, there is an overlap between the Key Language Uses of Argue and Explain. Explanations account for how or why things work (e.g., how energy flows through an ecosystem), and arguments seek to use data as evidence for their claims.

Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations

An Overview of Collaborative Planning

The WIDA ELD Standards Framework, working in tandem with academic content standards, defines the language multilingual learners need as they engage in learning and prepare for college, career, and civic life. The framework upholds the goal of increasing equity for multilingual learners by promoting a culturally and linguistically sustaining approach to education and by providing common and visible language expectations in relation to grade-level academic content. Attending to how students use language in learning acknowledges that all learners are language learners, and all teachers are language teachers. For multilingual students, this attention to language use is especially critical.

One of the framework's functions is to serve as a guide for informing the design of curriculum, instruction, and assessment for multilingual learners. Along with WIDA's many resources (e.g., focus bulletins, professional learning), it helps educators navigate the options for engaging students in rigorous academic content learning while simultaneously promoting their language development.

To support this important work, we offer a springboard for discussion around collaborative planning for curricular integration of content and language. This example showcases initial steps educators can take to promote language development in content units of learning. It illustrates how educators can use components of the WIDA ELD Standards Framework to help multilingual learners expand the ways they use language to make meaning in the classroom and beyond.

Collaboration is one of the four Big Ideas of the WIDA English Language Development Standards Framework, 2020 Edition

These four Big Ideas anchor the standards and are interwoven throughout the document:

- 1 Equity for Multilingual Learners
- 2 Teach Language and Content Together
- 3 Functional Approach to Language
- 4 Collaboration Among Stakeholders



Below are a few considerations about the WIDA ELD Standards Framework and the sample collaborative planning process:

- **The ELD Standards Framework is inclusive: multilingual learners can enter at many different points and follow unique, individual language learning pathways** It illustrates how students do not need to attain a certain proficiency level before engaging in grade-level content learning. WIDA resources are intended to guide educators—and not only ESL teachers—in a continual process of designing instruction that builds on and expands students’ language strengths and competencies.
- **The ELD Standards Framework does not prescribe a specific curriculum, pedagogy, or teaching methodology** The sample collaborative planning process offers one possible way (among many others) to use the framework to plan and deliver systematic, explicit, and sustained language development in an embedded manner as multilingual learners learn grade-level content in curricular units of study.
- **The ELD Standards Framework can be used in flexible ways to ensure that all multilingual learners are engaged in processes for making meaning across classrooms** Educators can use scaffolding practices as needed through innovative and accessible approaches that validate multilingual learners’ home, school, and community experiences; leverage students’ multiple languages; and offer students opportunities to interact with peers and adults in meaningful, substantial ways. (For more information about scaffolding learning, see the WIDA resource library on the WIDA website.)
- **This sample collaborative planning process starts once educators have identified a well-designed, content-rich curricular unit of study** In cases where educators do not have an existing unit to work with, additional planning work is needed to fully outline unit-level content and language goals. This sample process is not intended as a basic introduction to curricular design.
- **This sample collaborative planning process is intended to help educators define a unit’s language development goals alongside the unit’s academic content goals** Educators can use the unit-level language goals to guide further planning at the lesson level. This sample process offers a starting point for curricular conversations and prompts possible next steps to flesh out how educators will guide multilingual learners towards meeting unit content and language goals.
- **Educators can use the sample collaborative planning process in different ways based on their role, instructional context, curriculum, and students** For example, content area classroom teachers can use this process to plan upcoming units of study in collaboration with language specialists. Coaches, curriculum supervisors, and other administrators can use this process to support classroom teachers as they collaborate and use the components of the framework to inform language development planning across units of study or curriculum maps.

Administrative Support for Systemwide Collaboration

Multilingual learners are educated in a variety of settings, each with its own unique populations, communities, resources, and approaches. Regardless of the type of educational setting and programming, a coordinated effort among all district and school levels is necessary to provide multilingual learners with coherent learning experiences and an equitable, high-quality education. Several overlapping district and school teams are responsible for making decisions, planning, and implementing programming and instruction for multilingual learners. These plans are best realized when there is communication, coordination, buy-in, and shared responsibility among these teams.

Although collaboration is not possible in every situation, every educator (administrators, teachers, support personnel) is responsible for providing an effective and coherent program for multilingual learners. In addition to district and school levels, administrators can support collaboration at the classroom level by ensuring that content and language educators, as well as other specialists and support personnel, have common planning time, regular opportunities to interact in professional learning communities, and dedicated professional time for shared planning of curriculum, instruction, and assessment for multilingual learners.

In these collaborative sessions, each educator brings expertise and knowledge from their own field, as well as firsthand knowledge of student performance in their classroom. This joint expertise and ongoing sharing of data can be a significant factor in the education of multilingual learners, and a critical part of the infrastructure that supports intentional, resourceful, and responsive design for the achievement and success of multilingual learners.

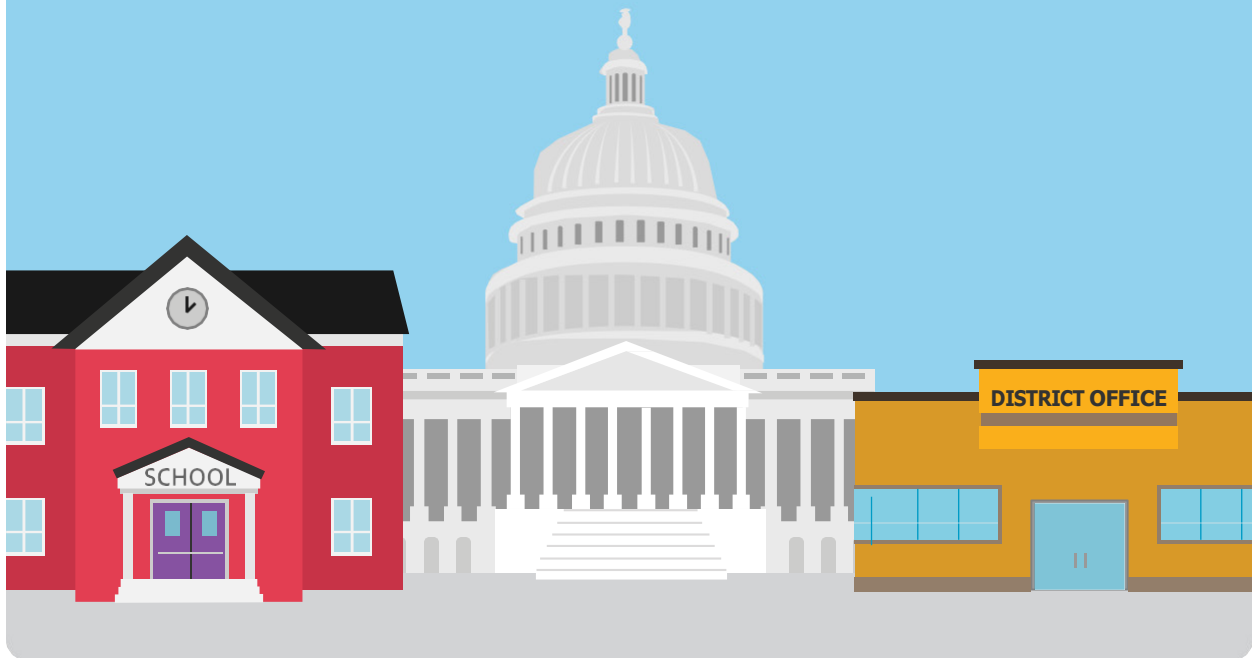
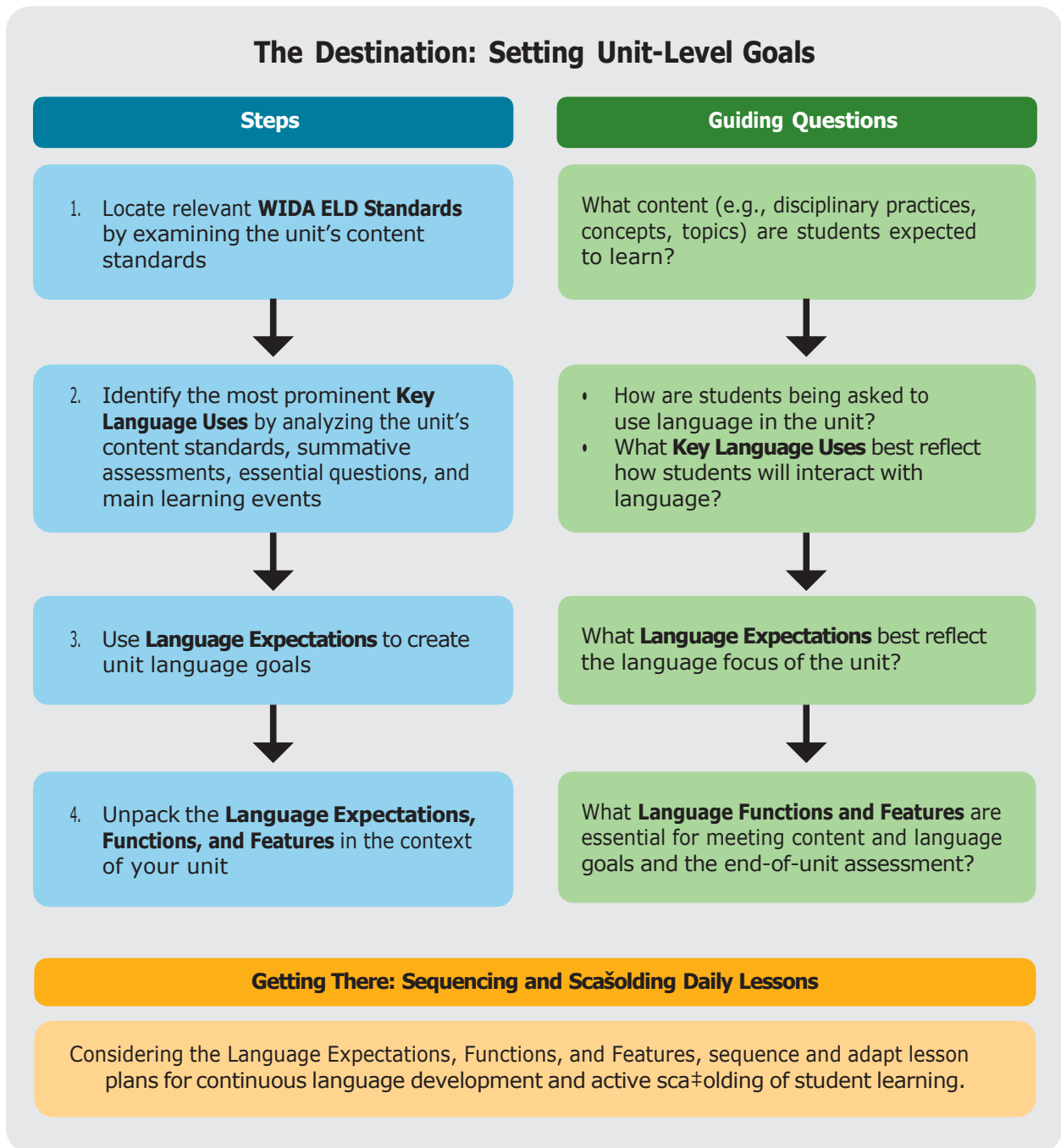


Figure 4-2: Sample Collaborative Planning Process



Sample Collaborative Planning Process: Ms. Khoury and Mr. Renner

The scenario in this section provides multiple snapshots of how to leverage the components and resources of the WIDA ELD Standards Framework. It follows Ms. Khoury, a 7th grade science teacher, as she collaborates with Mr. Renner, an ESL teacher, to incorporate systematic, explicit, and sustained language development into a science unit she will teach this year.



The unit they have chosen, *Where does food come from and where does it go next?*, is part of the OpenSciEd² curriculum and has been identified as an emerging example of high quality curricular units designed to meet state science standards. The unit was

developed to include educators' perspectives, tested by teachers and schools, and improved over time based on feedback from teachers and field testing. It was also intentionally designed with attention to equity and making sure practices and instructional strategies support sense-making for all learners.

Where does food come from and where does it go next? focuses on matter cycling and photosynthesis. In this unit, students develop and use a model to explain the cycling of matter and flow of energy in a system of living and nonliving components. To develop this scientific model and explanation, students ask and answer questions about phenomena, develop and implement investigations to test out their ideas, and use the results of their investigations to explain phenomena.

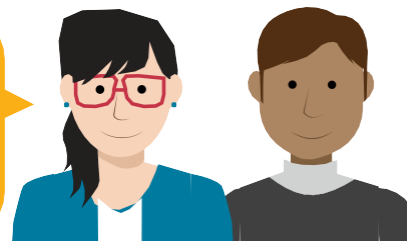
To prepare for this task, Ms. Khoury gathered her unit materials, the state science standards, and the WIDA ELD Standards Framework, 2020 Edition. She also reached out to Mr. Renner, the ESL teacher, and scheduled some time for collaborative planning using the sample collaborative planning process. (For more about collaborative planning, see the WIDA website.)

The Destination: Setting Unit-Level Goals

Step 1: Locate relevant WIDA ELD Standards by examining the unit's content standards

First, Ms. Khoury identified content standards her students are expected to learn in the unit and located relevant WIDA ELD Standard statements in grade-level cluster materials (See Table 4-14.).

What content (e.g., disciplinary practices, concepts, topics) are students expected to learn?



² See opensci.ed.org

Table 4-14: The Unit’s Academic Content and WIDA ELD Standards

Academic Content Standards	WIDA ELD Standards Statements
<p>MS-PS1-3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p> <p>MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</p> <p>MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p>Focal Disciplinary Core Ideas (DCIs): LS1.C; LS2.B; PS1.A; PS1.B; PS3.D</p> <p>Focal Science and Engineering Practices (SEPs): Developing and Using Models; Constructing Explanations and Design Solutions; Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating Information</p> <p>Focal Crosscutting Concepts (CCCs): Systems and System Models; Energy and Matter</p>	<p>ELD-SI: English language learners will communicate for social and instructional purposes within the school setting.</p> <p>ELD-SC: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.</p>

Step 2: Identify the most prominent Key Language Uses

Next, Ms. Khoury and Mr. Renner analyzed the unit’s most important elements such as content standards, essential questions, summative assessments, and main learning events. Their analysis is shown in Table 4-15

They highlighted and outlined the important ways students are expected to use language to engage with the content and demonstrate learning.

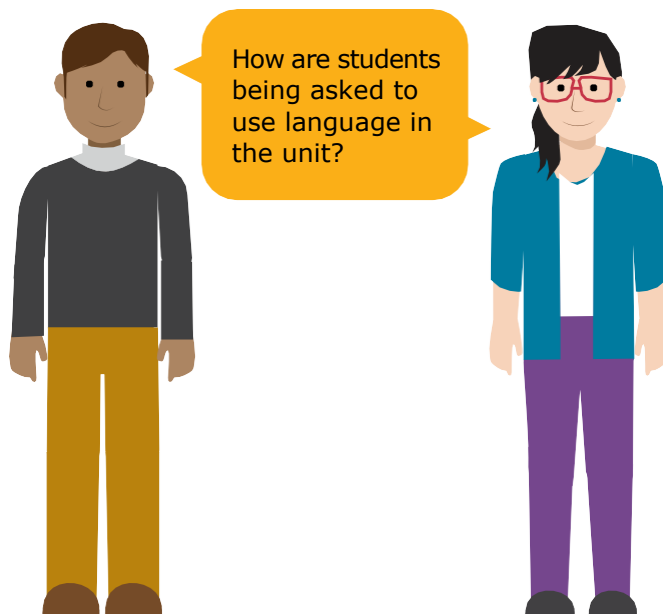


Table 4-15: Sample Content Unit Architecture

Content Standards	Essential Questions
<ul style="list-style-type: none"> MS-PS1-3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem 	<ul style="list-style-type: none"> Where does food come from and where does it go next? How and why do plants have molecules that animals use to make food and energy? How do these molecules move between living and non-living parts of the ecosystem? <p style="text-align: center;">Summary of Major Learning Activities</p> <p>To figure out how plants make food molecules and where plants get the matter and energy to do that, students conduct investigations that help them</p> <ul style="list-style-type: none"> Develop a model to track the inputs and outputs of plants Carry out experiments to figure out how leaves and seeds interact with the gases in the air around them in the light and the dark Develop and evaluate arguments from their evidence to figure out where plants are getting the energy and matter they need to live Construct an explanation for the central role of photosynthesis in all food production, including synthetic foods Obtain and communicate information to explain how matter gets from living things that have died back into the system through processes done by decomposers Develop and use a model to explain that the major atoms that make up food (carbon, hydrogen, and oxygen) are continually recycled between living and nonliving parts of a system.
End of Unit Assessment	
<ol style="list-style-type: none"> Use a model to explain how the snout worms make it possible for the system to access all this new matter and energy from the whale fall. Include inputs and outputs of each component of the system in your model. In the zoom-in, show what changes or processes you would expect to see happening in the water or snout worms that you couldn't see with just your eyes. Complete a table with data and use it to explain what will happen to the system in time. Add words and arrows to the partial food web (representation) below to explain why the whale needs to live in the part of the ocean system near the surface. 	

As the teachers looked through the unit and began to identify language needed to meaningfully engage in the main tasks and assessments, they noticed that some of the more important and recurring tasks included maintaining progress trackers, reading informational texts, developing Driving Question Boards, and having discussions for building understanding (see Table 4-16).

Ms. Khoury and Mr. Renner then looked closely at how students would be using language to engage in these activities and learn.

Table 4-16: Progress Trackers, Reading Informational Text, Driving Question Boards, and Building Understanding

Progress Tracker Activity (Sample from OpenSciEd Lesson 4)

Task: On chart paper, draw out the format, headings, and lesson question for the progress tracker shown below for students to reference. Have students draw a three-box progress tracker directly in their science notebooks. Ask them to **list the sources of evidence from this lesson** and use their own words and pictures to describe what they figured out. This can be done individually or with a partner. Below is one possible representation of a student progress tracker.

Example:

Question	Source of Evidence
Are any parts that make up food molecules going into the plant above the surface?	<ul style="list-style-type: none"> CO₂ and water data from the investigation we did as a class Another class's data on CO₂, water, oxygen, and light levels
What we figured out in words/pictures	
<ul style="list-style-type: none"> Carbon dioxide goes into plant leaves. Plants could be using it to make food molecules because it has C and O. Water comes out of plant leaves. Plants don't take in water through their leaves. Oxygen also comes out of plant leaves. Plants must be making oxygen somehow. 	

Reading Informational Text (Sample from OpenSciEd Lesson 7)

Task: Ask students to individually read *How do scientists measure energy in food?* and **answer Making Sense questions**. Say, *I came across this article that explains how food scientists make food labels. Let's take a few minutes to use what we see and read about food labels to help us clarify our claims about matter and energy for our input and outputs of plants in the process of photosynthesis.* To help students **gather information from the text and images**, have them use the *Obtaining Information from Scientific Text Checklist*.

Examples:

Reading: How do scientists measure energy in food?

You've probably heard before that the food we eat provides energy for our bodies, but what exactly does that mean? Remember from the *Inside our Bodies* unit that when we eat food, it gets broken down in our bodies, and the chemical reactions that happen inside our cells provide energy that our body can use. But how much energy is in the food we eat that can be used by our bodies?

Remember back in Lesson 1, we looked at food labels to see what our breakfast foods were made of?

Food labels also provide information about how much energy a serving of that food can provide our bodies. Look at the food labels below.

Maple Syrup

Nutrition Facts	
Serving Size 4 tsp (60mL)	
Servings 32	
Amount Per Serving	
Calories 220	% Daily Value
Total Fat 0g	0%
Sodium 7mg	0%
Total Carbohydrate 53g	18%
Sugars 53g	
Protein 0g	0%

INGREDIENT: 100% Pure Maple Syrup. Maple Syrup is a natural sweetener made by boiling the sap of a maple tree, nothing is added and only water is boiled off.

Maple Drink

Nutrition Facts	
Serving Size 1 Bottle	
Amount Per Serving	
Calories 30	% Daily Value*
Total Fat 0g	0%
Sodium 0g	0%
Potassium 35mg	1%
Total Carbohydrate 0g	2%
Protein 0g	
Calcium 4%	Iron 0%
Manganese 50%	

INGREDIENT: Organic maple water

Natto

Nutrition Facts	
Serving Size: 1 oz (28g)	
Servings Per Container 3.5	
Amount Per Serving	
Calories 60	% Daily Value*
Total Fat 3g	6%
Saturated Fat 1g	1%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 2mg	0%
Total Carbohydrate 4g	1%
Dietary Fiber 2g	6%
Sugars 1g	
No Added Sugars	
Protein 0g	

Obtaining Information from Scientific Text Checklist

Obtaining Information	
<ul style="list-style-type: none"> Read for the gist—skim the title, headings, images. 	What is the central idea or claim?
<ul style="list-style-type: none"> Mark up the text. 	Select methods for marking the text. For example: <ul style="list-style-type: none"> Keep track of questions you have in the margins. Circle key words. Put question marks by words you want to learn more about. Underline main ideas.
<ul style="list-style-type: none"> Examine any images, graphs, or tables. 	Write one sentence about the central point of each image, graph, or table.
<ul style="list-style-type: none"> Examine where the authors obtained their information. 	What sources did the authors cite?

Driving Question Board (DQB)

DQB steps:

- The first student comes to the DQB with their sticky note, faces the class, and remains standing. The student reads their question from their note and then posts it on the DQB near the section of the consensus model or the related phenomena.
- The students who are listening should raise their hands if they have a question that relates to the question that was just read aloud. The first student selects the next student whose hand is raised.
- The second student reads their question and identifies what other question on the board it relates to, and why or how. Then the second student places their question near the question it most relates to and selects the next student.

This process continues until everyone has had a chance to post a question.

Update our Driving Question Board with new questions



How can plants have food molecules in them when all the inputs or structures needed to make food molecules aren't present?

Why do plants need food molecules?

- Write one or two questions on sticky notes with large, bold writing so everyone can see. Write only one question per sticky note.
- Share your questions with one partner at your table.

Building Understanding Discussions

A Building Understandings discussion is useful following an investigation because the purpose is to focus students on drawing conclusions based on evidence. Your role during the discussion is to invite students to share conclusions and claims and to push them to support their conclusions and claims with evidence. Students can disagree with each other, and the class does not need to reach consensus on all ideas shared, however areas of disagreement can motivate future investigations. Helpful prompts during these kinds of discussions include:

- What can we conclude? How did you arrive at that conclusion?
- What's your evidence?
- Does anyone have evidence to support Student A's claim? What data do we have that challenges Student B's claim?

Next, Ms. Khoury and Mr. Renner used this information to identify the most prominent Key Language Use of the unit. This helped them organize a focus for language development.

What Key Language Uses best reflect how students will interact with language?

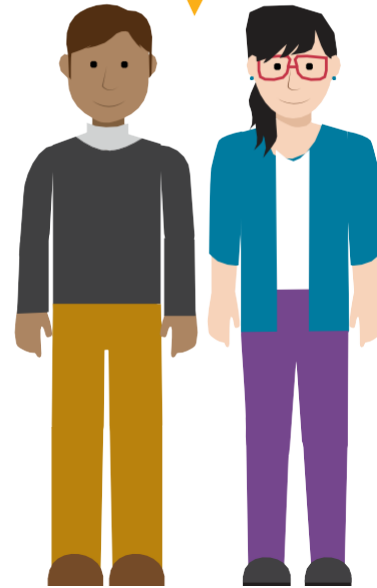


They noticed how content standards and main learning events prioritized the Key Language Use of **Explain**. They also noticed how Social and Instructional language was woven throughout the types of multimodal interactions and discussions students would experience in the unit. Prominent language demands they noticed in the unit included:

- Asking and answering questions to gather and make sense of information
- Drawing conclusions from investigations
- Communicating results from investigations; listening to others' findings and building on them to clarify claims and gather evidence
- Summarizing and using evidence from multimodal texts (readings, videos, discussions) to explain how and why things work
- Using models to explain how and why things work

As the teachers mapped out the language students would need to learn and to demonstrate learning, they also noted that students would be developing and sharing claims supported by evidence throughout the unit. They debated about whether to include Argue as a prominent Key Language Use for the unit. Upon closer inspection, they noticed that students would be developing claims supported by evidence to explain why and how phenomena worked. They also considered how the academic content standards and the unit's summative assessment focused on explaining how things work and why they happen. As a result, they decided that Explain was a better fit for this unit's language development focus.

Which KLUs(s) to select?
Remember, all KLUs are present across grades and disciplines, and can overlap and build on each other.



Step 3: Use Language Expectations to create unit language goals

Once Ms. Khoury and Mr. Renner chose Explain as the Key Language Use of the unit, they looked at related Language Expectations, as shown in Table 4-17.



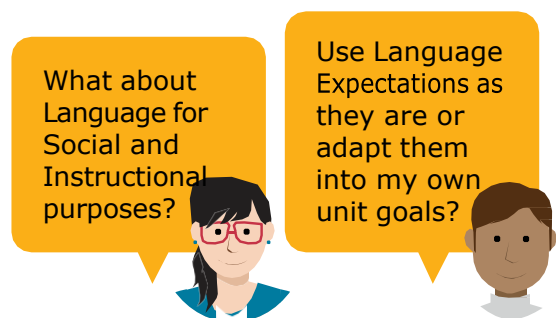
What Language Expectations best reflect the language focus of the unit?



Table 4-17: Language Expectations with Embedded Language Functions

ELD Standard	Language Expectations related to Explain
<p>ELD-SI: Language for Social and Instructional Purposes</p>	<p>ELD-SI.4-12.Explain: Multilingual learners interpret and express explanations for social and instructional purposes that</p> <ul style="list-style-type: none"> • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or why it works in particular ways
<p>ELD-SC: The Language for Science</p>	<p>ELD-SC.6-8.Explain.Interpretive: Multilingual learners interpret scientific explanations by</p> <ul style="list-style-type: none"> • Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon • Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs • Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions <p>ELD-SC.6-8.Explain.Expressive: Multilingual learners construct scientific explanations that</p> <ul style="list-style-type: none"> • Describe valid and reliable evidence from sources about a phenomenon • Establish neutral or objective stance in how results are communicated • Develop reasoning to show relationships among independent and dependent variables in models and simple systems • Summarize patterns in evidence, making trade-offs, revising, and retesting

Ms. Khoury and Mr. Renner could see that ELD-SI worked well in conjunction with ELD-SC. They noted how ELD-SI functions would be naturally interwoven in day-to-day lessons as students more fluidly interacted, engaged in inquiry and discussion, and took notes. Given its more interactive nature, ELD-SI reminded them that students communicate to learn but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.



The teachers wondered whether they should adapt the ELD-SC Explain Language Expectations into more customized unit goals. Whereas they might do that for a different unit, in this case they decided that, as they were, ELD-SC Explain interpretive and expressive Language Expectations sufficiently prioritized the language they would need to systematically teach and assess throughout the unit.

Step 4: Unpack the Language Expectations, Functions, and Features in the context of your unit

Ms. Khoury and Mr. Renner then began to unpack the Language Expectations represented throughout the unit. They saw that each Language Expectation is built around a set of Language Functions (Table 4-18). They noticed that the Language Functions highlighted common patterns of language associated with scientific explanations like the one required in the end-of-unit assessment. The Language Functions helped them see how language works in the context of the unit, giving them ideas for how they could design their instructional plan to help students practice and use this language.

For example, the teachers saw that students would need to use the Language Function **“describe valid and reliable evidence”** to support their explanation about how whale falls work. In their explanation, students would also need to **establish a neutral stance** that is typical of scientific discourse and **develop reasoning to show relationships** among the inputs and outputs of their model of a whale fall system. Finally, students would also need to **summarize patterns in evidence** as they watched the whale fall video, completed the data table, and used this information as evidence in their explanation.

Next, the teachers wondered about what other kinds of language resources students might be able to use to carry out these Language Functions associated with a scientific explanation. They began to examine the Language Features. Language Features are *examples* of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. See Table 4-18 for example Language Features.

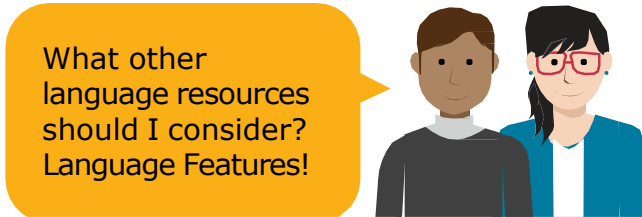
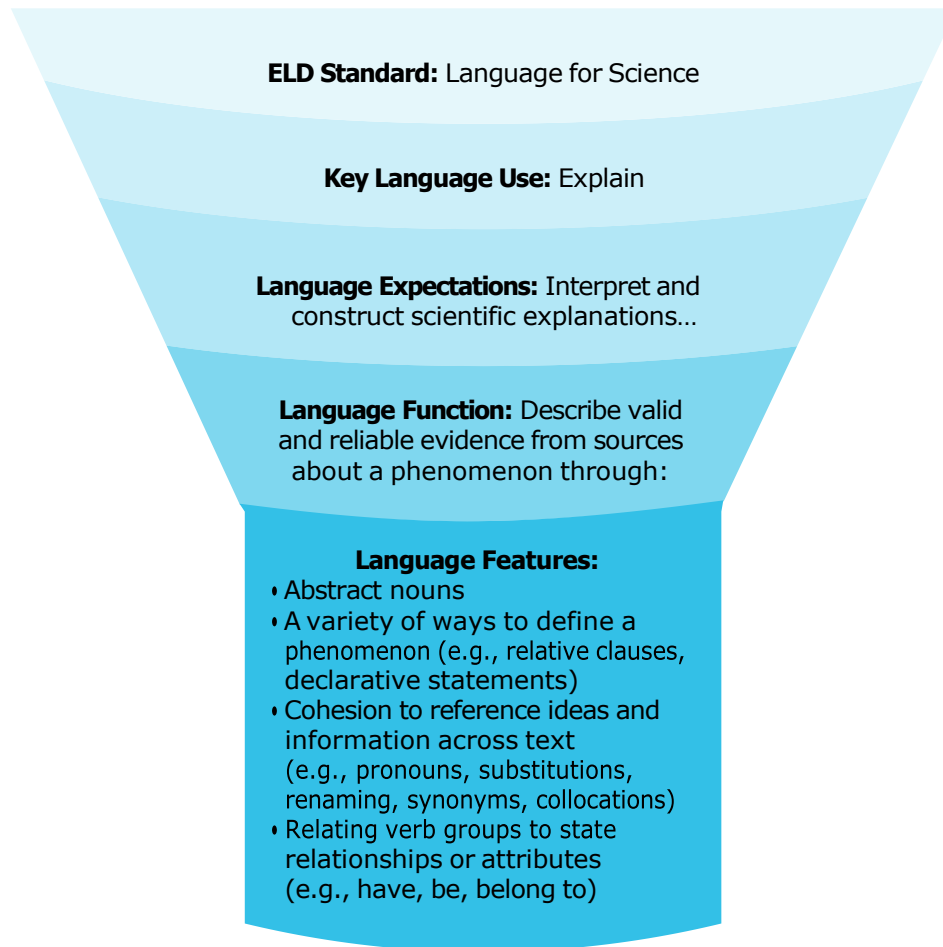


Table 4-18: Example Language Features that are Commonly Associated with a Language Function

Language Function	Commonly Associated Example Language Features
Describe valid and reliable evidence from sources about a phenomenon through	<ul style="list-style-type: none"> • Abstract nouns to introduce concepts, ideas, and technical terms (<i>effects, predator-prey relationships, magnetic forces</i>) • Cohesion to reference ideas and information across text (pronouns, substitutions, renaming, synonyms, collocations) • Relating verb groups to state relationships or attributes (<i>have, be, belong to</i>) • A variety of ways to define phenomena (relative clauses, declarative statements)

Figure 4-3 illustrates the process of how Ms. Khoury and Mr. Renner moved their focus from the WIDA ELD Standard Statement all the way to specific Language Features.

Figure 4-3: Honing a Language Focus through the WIDA ELD Standards Framework



As they worked together and discussed how students would be using language to meet content expectations, Ms. Khoury brought her expertise in the field of science, and Mr. Renner brought his in the field of language development. As they dove deeper into the planning, Mr. Renner helped Ms. Khoury learn more about Language Functions and Features, just as Ms. Khoury helped Mr. Renner learn more about the scientific concepts and practices that would be the focus of language use.

Together, the teachers wrote a mentor text to demonstrate to students how language might work in a systems explanation in the context of their unit. Later, the teachers would select one or two Language Functions and Features to work on with students based on their needs and the unit goals. The mentor text is shown on the next page in the center column. The teachers' annotations appear in the left and right hand columns, with colors indicating the connections between the annotations and the text itself. You can find a key to these annotations in the Grade-level Cluster Materials, in Section 3.

Functions & Features

Describe valid and reliable evidence from sources about a phenomenon

Abstract nouns to introduce concepts, ideas, and technical terms

- the whale fall
- the system
- ecosystems
- carbon dioxide
- oxygen
- the whale fall ecosystem
- cellular respiration

Cohesion to reference ideas and information across text

- plants...they (pronouns)
- carbon dioxide... Co2 (synonyms)
- oxygen...O2 (synonyms)
- worms...they (pronouns)
- oxygen...this (pronouns)

Relating verb groups to state relationships or attributes

- is
- are
-

Prompt: If nothing else is added to the system, will the worms be able to live after the whale fall is gone?

Worms will not be able to live on the seafloor after the whale fall is gone because the whale is an essential part of the system providing the worms with food and oxygen.

This is how ecosystems typically work: plants have a cycle where they take in carbon dioxide, make sugars, and give off oxygen.

Then, animals consume the oxygen, eat plants, and give off carbon dioxide.

The whale fall ecosystem is unusual **because** there are no plants. It is thousands of feet below the ocean surface where there is no light; **however**, plants need light to absorb energy from the sun to make food. Since

plants are what take in CO2 and give off O2 in ecosystems, without plants the whale fall is high in carbon dioxide and low in oxygen.

Additionally, other animals who are also eating the whale carcass, such as octopi and eels, breathe in the little O2 there is and breathe out more carbon dioxide. The table shows that after the whale bones are gone, the level of carbon dioxide on the sea floor will get higher and higher and the level of oxygen will get lower and lower.

Here is how worms make use of the whale fall.

Worms do cellular respiration by combining oxygen with food. They get the food from the bones and they get their oxygen from the water. As they consume the bones, their food starts to run out. Since there are no plants on the seafloor to give off more oxygen this starts running out too. Without this food and oxygen, the worms will not be able to live on the seafloor.

Functions & Features

Develop reasoning to show relationships

Connectors to link clauses and combine ideas into logical relationships

- **then**
- **because**
- **however**
- **additionally**

Variety of clauses to express causality

- however, plants need light
- to absorb energy ... food
- who are also eating the whale carcass
- Since there are no plants on the ... more oxygen

At this point in the process, the teachers had gained a solid understanding about what language they wanted to prioritize in unit design. They felt confident that their unit goals identified language students should strive toward using to meet content expectations. They also knew that once this overall language destination was set in the service of content, they would spend more time fleshing out specific aspects of language they would be targeting in daily lessons, considering students' backgrounds, experiences, and English language proficiency levels.

Getting There: Sequencing and Scaffolding Daily Lessons

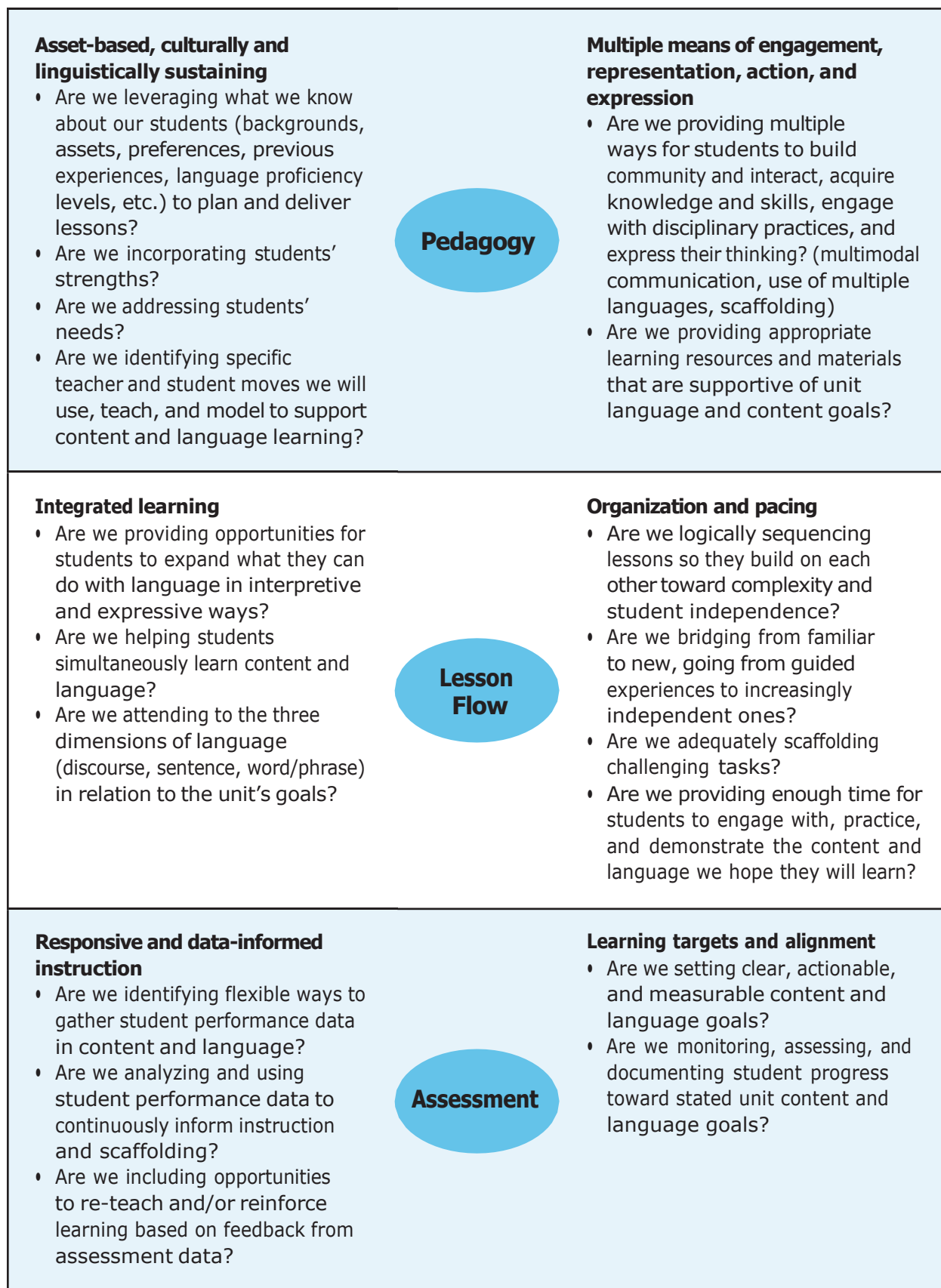
For the next part of the process, Ms. Khoury and Mr. Renner examined and adapted daily lesson plans to ensure multilingual learners could meaningfully engage with grade-level content.

Once the teachers understood how Language Expectations, Functions, and Features represented the language students would need to meet content objectives in the context of this unit, they turned to their Can Do Student Portraits. (A WIDA Can Do Student Portrait is a written or electronic document that focuses on a student's strengths with specific information about the learner's educational background, languages, family, and interests—in addition to what the student can do in English; see the WIDA website for more about these.)

Looking at the student data they had previously gathered, they considered students' emerging strengths and needs, patterns of language and content learning, personal preferences, and interests. They used this information to select instructional approaches that were responsive to student needs and preferences, planning to scaffold instruction as needed. They worked to embed explicit instruction for developing language daily in the context of content learning.

Ms. Khoury and Mr. Renner also planned specific opportunities to look at student work together and make sense of student progress. These collaborative meetings would help them figure out next steps for addressing student strengths and needs. The meetings would also include planning for ways to continue to scaffold the expansion of what students can do with language over time. Figure 4-4 highlights some questions Ms. Khoury and Mr. Renner asked as they planned their daily lessons.

Figure 4-4: Lesson Planning Considerations

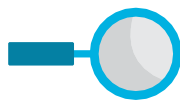


In addition, Ms. Khoury and Mr. Renner developed a common list of classroom supports they could use as needed to help students make meaning and learn language throughout the lesson.

- **Connect** familiar experiences and knowledge to new ones
- **Use home discussion questions** to involve families in discussions of the concepts covered in school
- **Allow multiple options** for students to share their thinking and create their own representations of ideas, including by using other languages, drawing, or using manipulatives
- **List visually-supported key words, cross-disciplinary or technical language,** and their meanings
- **Present sketches, charts, and other visual supports** for students to point to or refer to as needed
- **Prompt students to generate lists** of terms and ideas in English and other relevant languages
- **Continuously revise conceptual webs,** including sketches, graphic supports, and labels in relevant languages
- **Create visual displays/portrayals** of student learning
- **Model language** to communicate ideas more precisely
- **Use chart of language cues** to point to various ways to respond to an idea (elaborate, support, challenge, revise, clarify)
- **Offer sentence frames** that model use of language features needed to accomplish task
- **Cue students to stretch language use** as they share their thinking
- **Provide sufficient wait time** to allow students to formulate ideas in English
- **Purposefully group students** for low-pressure language formulation and peer assistance

As they adapted their daily lesson plans, Ms. Khoury and Mr. Renner reflected on the fluidity of the process of curricular and instructional design. They saw themselves as explorers and learners who benefited from each other's expertise as well as from what they learned from their students. They were committed to continuously learning about best design practices, content and language development, as well as responsive and enriching pedagogies.

This collaborative process helped them understand what language students were really being asked to use in service of content learning. Developing clarity about content and language goals better positioned the teachers to make choices to organize and prioritize instruction, and to expand what students can do with language in different contexts. Making content and language expectations explicit and visible also better positioned the teachers to be more responsive to multilingual learners' strengths and needs, and to strategically guide them toward deepening knowledge, enhancing critical lenses, and increasing independence and agency.



*To read more about collaboration, see the **WIDA website**.*

Glossary

causal language: words, phrases, and clauses that express causes and effects. Typical spoken language **connectors** are *because* and *so*. Additional connectors used mainly in writing include *therefore*, *consequently*, *as a result*, nouns such as *the result*, *the effects*, and entire clauses (e.g., *Unable to grow or repair themselves, the corals eventually die*), verbs *lead to*, *are caused by*, *resulting in*, and prepositions such as *as*, *for*, *through*.

clause: a unit of meaning that expresses a message, usually containing a **verb** (e.g., *walk*) and a subject **noun** or noun phrase (e.g., *They walked*). Examples of clauses include the following:

- **conditional clause:** a clause that creates conditional meanings, meanings that pose a hypothesis or impose conditions. A conditional clause usually connects to the beginning or end of the **independent clause** with the **conjunctions** *if* or *unless* (e.g., *The seeds will sprout in a week unless someone forgets to water them.* or *Unless someone forgets to water the seeds, they will sprout in a week.*)
- **dependent clause** (also known as subordinate clause): a clause that depends on an independent clause for its meaning and cannot stand alone (e.g., *as the newly hatched caterpillars grow* or *who eat their prey*). One type of dependent clause is a **relative clause**.
- **independent clause** (also known as main clause): a clause that can stand alone to communicate a complete idea and forms a complete sentence (e.g., *Please take turns.* or *Sharks have rows of teeth.*). An independent clause usually has a subject (a noun) and a predicate (a verb), unlike a **dependent clause**.
- **relative clause:** a dependent clause that starts with *that*, *who*, or *which* and adds details to its noun. The relative clause (underlined) in the following example adds specificity to the word "magnets": *Magnets that are strong enough can lead to personal injury.* Also see **expanded noun group**.

cognates: words that have similar spelling, pronunciation, and meaning across languages. For example, *el paquete* in Spanish and *packet* in English for "packet," *pomidori* [помідори] in Ukrainian and *pomodoro* in Italian for "tomato." False cognates are words that sound similar but have different meanings. For example, *embarazada* ("pregnant" in Spanish) is not a cognate to *embarrassed* in English.

coherence: how text holds together at the **discourse dimension of language** through its logical links in meanings. Coherent text makes sense; readers can understand its meaning and intent in the context in which it is presented.

cohesion: how parts of text interconnect and flow with help from **cohesive devices**.

cohesive devices: words, phrases, clauses, and organizational patterns that tie ideas together so they become unified in the whole text. **Given/new** is an organizational pattern; linguistic resources include **lexical cohesion, substitution or omission** (also known as ellipsis), and **reference devices** (e.g., personal pronouns, demonstrative pronouns, qualifiers).

collocation: a group of words that habitually go together such as *plus and minus*, *multiply and divide*, *push and pull*, *up and down*, *ebb and flow*, *peanut butter and jelly*. On the other hand, hearing these collocations worded in different order would sound a bit unusual: *minus and plus*, *flow and ebb*.

communication modes: interpretive mode (listening, reading, and viewing) and **expressive mode (speaking, writing, and representing)** are the two types of communication modes incorporated into the WIDA English Language Development Standards Framework’s Language Expectations and Proficiency Level Descriptors.

conjunctions: words that combine clauses or sentences. Examples of conjunctions include the following:

- **coordinating conjunctions:** a conjunction placed between words, phrases, clauses, or sentences of equal rank such as *and, nor, yet, so, but*, and others.
- **subordinating conjunctions:** a conjunction that introduces a subordinate clause and creates concessive, contrastive, and causal relationships (e.g, *while, although, however, because*). See **connectors**.

connectors: text connectives, coordinating and subordinating **conjunctions**, and linking phrases used to connect ideas in sentences and signal different relationships (causal, additive, chronological). Connectors create cohesion and logical development across a text. Examples of connectors:

- **addition:** *and, and then, furthermore, in addition, apart from that, furthermore, besides, along with, again, along with*
- **cause/consequence:** *because, so, despite, nevertheless, even though, so, therefore, consequently, due to, because of this, as a result*
- **comparison/contrast:** *but, for example, instead, in other words, however, in fact, in that case, while, although, on the other hand, despite*
- **concession:** *while, although*
- **condition:** *if, unless*
- **purpose:** *in order to, so*
- **sequence:** *first, second, finally, in the first place, to start with, at this point, to get back to the point, in short, all in all, to conclude*
- **time:** *when, then, next, afterward, after a while, at the same time, at this moment, meanwhile, previously, before that, finally*

connotation and denotation: While the **denotation** of a word refers to its primary, dictionary meaning, **connotation** refers to a range of secondary, inferred, or associated significances and feelings a word may imply. Most words have denotative and connotative meanings that speakers and writers interpret within their contexts of identity, history, culture, and situation. For example, the dictionary defines “cheap” as inexpensive. Yet, *cheap* may invoke connotative meanings of frugality and good value, whereas in another situation, the word may convey stinginess and poor quality.

cross-disciplinary language: common academic language used across content areas, e.g., *analyze, evaluate, critique, identify, evidence, analysis, summary, explanations*. See also everyday language and technical language.

culture: practices and beliefs members of a group share. Cultural practices are dynamic—changing based on context.

declarative sentence: a sentence with subject-verb order, typically used to make statements that are not commands or questions. For example, declarative sentences evaluate and interpret events (e.g., *The review describes how the author used the graphic novel format.*)

denotation of a word refers to its primary, dictionary meaning. See **connotation and denotation** .

density: see **lexical density** under **text complexity**

dimensions of language: a linguistic system can be described along three dimensions: **discourse**, **sentence**, and **word/phrase**.

- **discourse:** discourse is the broadest dimension of language. Discourse imparts meaning across an entire text (oral, written, visual), supported by the sentence and word/phrase dimensions. To consider how a language user constructs a meaningful message, begin by looking at the discourse dimension and the overarching message to see how language is organized to communicate particular ideas, how language holds ideas together in a text (its cohesion), and how loosely or tightly language is packed (its density). In the discourse dimension, the text's purpose, such as explaining how or why something happens, shapes its organizational pattern. For example, typical discourse of mathematical explanations may include a statement of solution to a problem, an explanation sequence, and an evaluation or justification of one's reasoning.
- **sentence:** a sentence is a word or group of words that states, asks, commands, or explains an idea. As a dimension of language, sentences contribute to the grammatical complexity of a text. Language users make choices in how they express ideas and their interrelationships through clauses in various sentence types. These also help shape how a text is sequences and connected. A sentence can be simple, compound, or complex. See **sentence types**.
- **word/phrase:** as a dimension of language, words and phrases add precision to communication. For example, language users strategically select **everyday**, **cross-disciplinary**, or **technical** language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.

disciplinary learning: learning in the disciplines, such as math or science, that includes learning how to think, communicate, read, and write according to each discipline's traditions.

discipline-specific language: language used in distinctive ways within each discipline or field. For example, words like *substitute*, *show*, and *intersect* have particular meanings for mathematics. *Defense*, *extend*, and *goal* have meanings specific to physical education. Each discipline or field contextualizes the meaning of words such as *table*: *table* of data in math versus *table* as a piece of furniture. See also **everyday language**, **cross-disciplinary language** and **technical language** .

everyday language: language for representing ideas in nontechnical ways (e.g., *puppies* instead of *canines*, *plussing* instead of *addition*, *reasons why* instead of *evidence*, *hills* instead of *effigy mounds*). See **cross-disciplinary language** and **technical language** .

evaluative language: language for expressing different attitudes, feelings, beliefs, or judgments toward people and phenomena. Writers and speakers can use evaluative language to make moral judgments of people's behavior, assess the quality of objects, or build empathy and suspense. Evaluative language includes **nouns** (e.g., *disdain*, *emptiness*, *fear*, *admiration*), **verbs** (e.g., *frighten*, *laugh*, *reassure*, *dislike*, *contradict*), and adjectives (e.g., *significant*, *trusting*, *irrelevant*, *worthless*, *shallow*, *mean*).

expressive mode: The expressive mode includes **speaking**, **writing**, and **representing** . One of two types of **communication modes**.

genres: multimodal texts (e.g., *oral, written, visual, computer-mediated*) that recur for specific purposes, with specific discourse organization patterns and language features.

genre families: groups of genres with similar characteristics, purposes, and common organizational structures (e.g., *the biography, autobiography, and short story genres belong to the “narrate” genre family*). Each Key Language Use represents a specific genre family.

given/new: an organizational pattern that builds and sequences information from sentence to sentence. The writer places the given (or known) information at the beginning of the sentence and the new (or unknown) information at the end. In the sentence that follows, the new information is presented as given so more information can be added, often through **nominalization** (see **text complexity**). For example:

The most important thing that bees do [given] is *pollinate* [new]. *Pollination* [given] is *the transfer of pollen from a stamen to a pistil* [new].

The first sentence presents “*The most important thing that bees do*” as given information and “*pollinate*” as new information. The second sentence starts with the nominalization “*pollination*” as a given. The given/new pattern allows the second sentence to capture and build on the concept “*pollinate*” as given so more information can be added: *the transfer of pollen from a stamen to a pistil*.

grammatical complexity: when multiple clauses are embedded in text to add details, illustrate, elaborate, and/or create different logical relationships (e.g., **conditional, causal, consequential**). See **sentence types** and **connectors**. Typically, literary writing is more grammatically complex, while science writing is less grammatically complex but lexically dense. Spoken language is more grammatically intricate and complex than written language.

imperative: a sentence with no subject, typically used for commands. (e.g., *Put the wire on the other side of the LED light.*)

interpretive mode: The interpretive mode includes **reading, listening, and viewing**. One of two types of **communication modes**.

interrogative: a sentence that asks a question (e.g., *Why do we need to create a graph with data?*). See **clause**.

Key Language Uses: high-leverage genre families across academic content standards.

- **Narrate:** language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support persuasion.
- **Inform:** language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.
- **Explain:** language to account for how things work or why things happen. As students explain, they substantiate the inner workings of phenomena.
- **Argue:** language to develop claims and counterclaims, and to provide evidence to substantiate them. Argue is also used to evaluate issues, advance or defend ideas or solutions, change the audience’s point of view, or bring about action.

language: a dynamic system of choices used to communicate within a sociocultural context. Speakers and writers make language choices to accomplish many purposes (e.g., to represent experiences, to enact roles and relationships, and act upon the world).

language development: an interactive social process that occurs over time to expand what students can do with language.

Language Expectations: goals for content-driven language instruction.

Language Features: examples of language resources that carry out specific Language Functions. (e.g., different types of sentences, clauses, phrases, and words).

Language Functions: common patterns of language use associated with the Language Expectations. For example, a series of Language Functions is associated with the process of constructing narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation.

lexicon: words/phrases or vocabulary of a language.

lexical cohesion: refers to the use of word association to tie together meanings in a text, such as through

- **repetition:** e.g., *Dolphins have fins. Dolphins use fins to swim.*
- **synonyms:** phrases with similar meanings: *parallel lines = lines that never meet*
- **antonyms:** phrases with contrastive meanings: *hot air goes up, cold air comes down*
- **hyponyms:** words that identify a general class and a subclass: *nations: Algeria, China, Haiti*
- **classifications that are more general or specific:** *mammals: monotremes, marsupials, and placentals*
- **compositions that identify a whole and its parts:** *earth: mantle, outer core, inner core*

lexical density: the amount of information in a clause's noun group. Density increases with the number of nouns, verbs, adjectives, and adverbs. In *The phenomenon in which current is induced due to relative motion between a coil and a magnet is called electromagnetic induction.*, the noun group has seven content words that make it expanded and lexically dense. See **nouns: expanded noun phrase**.

linguistic and cultural sustainability: the preservation of languages, literacies, and other cultural practices and identities of multilingual learners and communities.

linguistic repertoire: languages, language varieties, and registers that combine into a set of dynamic resources from which language users can draw when they communicate. A linguistic repertoire is not fixed from birth. Rather, people develop their language resources as they go through life by engaging in a variety of contexts in local and global communities. See **translanguaging**.

listening: an **interpretive mode** of communication used in interpreting meanings created through sound.

metacognitive awareness: people's ability to consciously reflect on how they think and learn, including by examining learning strategies, what works and why, and adjusting strategies as needed.

metacultural awareness: the ability to consciously reflect about cultural conceptualizations, both one's own and that of others. See **culture**.

metalinguage: language for talking about language. For example, vocabulary for talking about **cohesion** includes **lexical cohesion**, synonyms, and antonyms.

metalinguistic awareness: the ability to reflect about language and how it works, the choices one makes with language, how language influences and is influenced by context, as well as how language use creates meanings and enacts relationships among people and things.

mode: a meaning-making system that includes such elements as oral and written language, symbols, charts, tables, graphs, images, videos, voice, body positioning, and sound. See **communication modes**.

modifiers: words, phrases, or clauses that go before (called premodifiers) or after (called postmodifiers) nouns. They add specificity, details, and precision to the main noun. Modifiers include adjectives, adverbs, classifiers, and quantifiers. For example, dog → *the dog* → *the beautiful dog* → *the beautiful, tall dog* → *the beautiful, tall, 7-year-old dog* → *the beautiful, tall, 7-year-old black dog that ran across the street* ...

multilingual learners: language learners who regularly come in contact with and/or interact in languages in addition to English. Multilingual learners include English language learners, dual-language learners, newcomers, students with interrupted formal schooling, long-term English learners, English learners with disabilities, gifted and talented English learners, heritage language learners, students with English as an additional language, and students who speak varieties of English or indigenous languages.

multimodality: use of multiple means of communication, including spoken and written language, gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, and computer-mediated means.

nominalization: the conversion of verbs, adjectives, adverbs, or entire clauses into nouns, such as from the verb “evaporate” to the noun “evaporation” and “persecuting” to “persecution.” For example, *Heated water **evaporates** faster. **Evaporation** increases as temperature rises.*

nouns: nouns and noun phrases (also known as noun groups) represent people, places, things, or ideas. A noun phrase includes a noun (e.g., *dog*) plus its modifiers, including articles (e.g., *the dog*) and adjectives (e.g., *the black dog*).

- **simple noun phrase:** a group of words relating to a noun that may include a single modifier such as an adjective or a classifier (e.g., *a marsupial animal* or *this chemical element*).
- **expanded noun phrase:** a group of words relating to a noun that typically includes premodifiers and postmodifiers adding information about the noun. These **modifiers** can include determiners (*the bees*), prepositional phrases (*bees in the beehive*), demonstratives (*these bees*), adjectives or adjectival phrases (*hardworking bees*), quantifiers (*many bees*), classifiers (*Western honeybees, Carpenter bees*), and **relative clauses** (*bees that pollinate crops and flowers*), or a combination of these **modifiers** (*hardworking, nonaggressive pollinator bees that pollinate crops and flowers*).

passive voice: sentences can be structured in the active voice (*He made mistakes.*) or the passive voice (*Mistakes were made.*). In the passive voice, the object (or recipient) of an action is the subject of a sentence, as in *Magnetism was discovered about 4,000 years back in Greece.* or *The numbers were multiplied by.* Writers and speakers may intentionally use the passive voice to foreground an action’s result, hide who is to blame for an action, or avoid mentioning the actor.

Proficiency Level Descriptors: a continuum of language development articulating how students might develop language across six levels of English language proficiency.

reading: an **interpretive mode** of communication used to interpret meaning created through printed words.

reference devices: words that bridge back or forward to people, things, or sections of a text. For example:

- **personal pronouns:** such as *you, she, they* that refer to living and non-living things (e.g., *People use maps to find where they need to go.*)
- **articles:** as in *a, an, the*. For example, in “*Can you hold the pencil?*,” “the” refers to a pencil that the speaker or writer mentioned previously.
- **demonstrative pronouns:** such as *this/these, that/those, there* that refer to living and nonliving things, places, or actions mentioned previously (e.g., *Once you decide where you want to go, you need to find out how to get there.*)
- **qualifiers:** such as *many/some/several* (e.g., *Maps used to be drawn by hand. Many had pictures of fantastic beasts and other decorations.*)
- **comparatives:** such as *same/different, other, bigger/est, more/less* (e.g., *This map has a lot of detail, but that one has more.*)
- **text reference:** where a pronoun (such as *this/these* or *that/those*) works a substitute for an idea or phenomenon previously described in the text (e.g., *Maps are flat, but the world is round. This is why globes are so useful.*)

representing: an **expressive mode** of communication used to create meanings using images, graphic representations, movement, video, graphics, or other visual means.

scaffolding: a contingent, collaborative process of supporting student development of new skills, concepts, practices, and understandings to build student autonomy by providing the needed kind of support that will trigger agency. Unlike a fixed, “one size fits all” set of routine supports, scaffolding starts with high expectations for all students and provides them with high support so they can rise to that challenge and perform tasks independently over time.

sentence types: there are three types of sentences: simple, compound, and complex.

- **simple sentences:** a simple sentence contains a single independent **clause**. Simple sentences are not necessarily short (e.g., *Pooh always liked a little something at eleven o'clock in the morning.*) nor are they always simple (e.g., *On Earth (and elsewhere), trace amounts of various elements continue to be produced from other elements as products of nuclear transmutation processes.*)
- **compound sentences:** a compound sentence contains two or more independent clauses, often linked with connectives such as *and, so, but, yet, either ... or*.
- **complex sentences:** containing multiple clauses, a complex sentence is useful for conveying intricate and detailed relationships among ideas. The relationships among the clauses are not equal in that one of the clauses is independent and the others are dependent. Clauses in complex sentences are often joined by connectives such as *after, before, as long as* (for time); *as if, like* (for comparison); *because, since, in case, as a result of* (for reason); *as long as, unless* (for condition); *although, even if, despite* (for concession); *besides, as well as* (for addition), *except for*, and *instead of* (for replacing) (Derewianka, 2013). See **clause**.

sociocultural context: the social and cultural environment in which people live and interact, or in which something happens or develops. In reference to language use in schools, sociocultural context refers to the interaction between students and the classroom environment, along with the influences that shape the environment (e.g., purpose, topic, situation, participant’s identities and social roles, audience). For example, the purpose of the communicative activity might be: *to persuade someone to stop using plastic straws, to warn someone of the impending storm, or to write a science explanation*. The topic might be *force and motion in science, or the Industrial Revolution in history*. The identities and social roles of the language users, as well as their relationship, might be *friend to friend or boss to employee*.

speaking: an **expressive mode** of communication used to create meanings orally through spoken language.

substitution or omission: words may be substituted or omitted as a text unfolds to avoid unnecessary repetition. Any element of a clause or even an entire clause can be substituted or omitted.

- **common noun substitutions:** *ones, some, other, another one, same one, else, more* (e.g., *There were two rocks, and I chose the smooth one.*)
- **common verb substitutions:** *do, does, did, have, will* (e.g., *Some rocks break easily, but others don't.*)
- **other substitutions:** *so* (e.g., *Water can pass through rock. To do so, it has to find air spaces that are connected.*), *none* (e.g., *If there are none, the water won't pass through the rock.*); possessive pronouns: *mine, yours, theirs, hers* (e.g., *My rock is permeable but hers isn't.*)
- **omission:** *don't, does, didn't, haven't, won't* (e.g., *Water will pass through rock only if the air spaces are connected. Otherwise, it won't.*)

technical language: specialized language that is central to building knowledge and conceptual understanding within a specific field of study; language associated with a content area like science (e.g., *geothermal*) and math (e.g., *polynomials*) or with fields like video games or sports. See also **everyday language** and **cross-disciplinary language**.

text: a unit of meaning with a purpose in a particular context. Meaning can be created with different meaning-making systems: art, words, sound, symbols, color, movement. Texts can be written, oral (conversations or presentations), digital (websites or news broadcasts), visual (diagrams, art, posters, advertisements), or a combination of all these types. This document defines texts as multimodal; they can contain symbols, maps, timelines, drawings, and other modalities.

text complexity: how challenging a text is to process and interpret. Different features contribute to text complexity, including (and see also) **lexical density**, **nominalization**, **passive voice**, and **grammatical complexity**.

translanguaging: how multilingual learners access and use their full **linguistic repertoires** in communication and learning, including by using more than one language.

verbs: a word or a combination of words that indicates action, a state of being, a condition, or a relationship among ideas. For example:

- **doing verbs** represent actions: *pull, attract, pollinate, added, subjugate*.
- **relating verbs** show relationships between ideas: *is, belongs to, consists of, has*.
- **thinking verbs** represent thought: *consider, imagine, wonder*.
- **feeling verbs** represent feelings: *admire, detest, respect, love*.
- **saying verbs** indicate what someone or something has said: *confirm, ask, whisper, challenge, yell, contradict*.

viewing: an **interpretive mode** of communication used in interpreting meanings created through images, movement, video, graphics, etc.

writing: an **expressive mode** of communication used to create meanings using symbols (e.g., letters of the alphabet, punctuation, numbers) to communicate ideas in a readable form.



Appendices

Appendix A: WIDA English Language Development Standards Framework, 2020 Edition—Meeting ESSA Title 1 Requirements

One use of the WIDA English Language Development Standards Framework, 2020 Edition, is to serve as a policy document. In that capacity, this edition has been carefully crafted to comply with requirements for English language proficiency standards under Title I of the Every Student Succeeds Act (ESSA, 2015). Specifically, it addresses provisions outlined in the U.S. Department of Education’s document, “A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process” (U.S. Department of Education, 2018). Table A-1 outlines how relevant Critical Elements in this federal guide apply to the 2020 Edition. WIDA entities can be confident that the consortium will meet its legal obligation of English language proficiency standards and its alignment to assessment.

Table A-1: Critical Elements in Meeting ESSA Title 1 Requirements

Critical Element for Peer Review of State English Language Proficiency Assessment Systems	Requirements per ESSA	Response According to WIDA ELD Standards Framework, 2020 Edition	Examples of locations where the evidence can be found in the 2020 Edition
<p>Critical Element 1.1, Provision of ELP Standards for all English Learners and Critical Element 1.2, Coherent and Progressive ELP Standards that Correspond to the State’s Academic Content Standards</p>	<p>The ELP* standards... align to the State academic content standards</p>	<p>Correspondence Tables establish strong alignment of Language Expectations to States’ academic content standards, as do Key Language Use Distribution Tables</p>	<ul style="list-style-type: none"> • Correspondence Tables can be found in Appendix B. • Key Language Use Distribution Tables for each grade-level cluster are found in Section 3. Appendix C presents a compilation of these tables from K-12.

*Since 2012, WIDA has referred to its language standards as language development to describe the process over time rather than language proficiency that points to performance at a point in time.

Critical Element for Peer Review of State English Language Proficiency Assessment Systems	Requirements per ESSA	Response According to WIDA ELD Standards Framework, 2020 Edition	Examples of locations where the evidence can be found in the 2020 Edition
<p>Critical Element 1.1, Provision of ELP Standards for all English Learners and Critical Element 1.2, Coherent and Progressive ELP Standards that Correspond to the State’s Academic Content Standards</p>	<p>The ELP* standards... address the different proficiency levels of English learners</p>	<p>Proficiency Level Descriptors (PLDs) present 6 levels of English language proficiency</p>	<p>PLDs are presented in Section 3, Grade-Level Cluster Materials. Appendix D, A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes, also includes a listing of PLDs in their complete K-12 progression; a comparison between the 2012 Performance Definitions and 2020 PLDs; and additional notes on alignment of the 2020 PLDs with existing WIDA performance definitions, scales, and tools.</p>
	<p>The ELP* standards... are derived from the 4 domains of speaking, listening, reading, and writing</p>	<p>The 4 domains are subsumed under 2 communication modes—Interpretive (listening, reading, viewing) and Expressive (speaking, writing, representing)</p>	<p>Communication Modes are illustrated in Section 2, The WIDA ELD Standards Framework.</p>

*Since 2012, WIDA has referred to its language standards as language development to describe the process over time rather than language proficiency that points to performance at a point in time.

Critical Element for Peer Review of State English Language Proficiency Assessment Systems	Requirements per ESSA	Response According to WIDA ELD Standards Framework, 2020 Edition	Examples of locations where the evidence can be found in the 2020 Edition
<p>Critical Element 1.5, Meaningful Consultation in the Development of Challenging State Standards and Assessments</p>	<p>(This requirement does not apply to standards and assessments adopted prior to the passage of ESSA, December 2015)</p>	<p>WIDA designed and adopted its first edition of ELP standards in 2004. It has continued to involve multiple entities in subsequent editions through national surveys, advisory panels, focus groups, SEA subcommittees, and Board meetings.</p>	<p>Documentation of consultation for this edition is available in Appendix G.</p>

Appendix B: Correspondence Tables for Content and Language Standards

The WIDA English Language Development Standards Framework, 2020 Edition, has been carefully crafted to comply with requirements for English language proficiency standards under Title I of *Every Student Succeeds Act* (ESSA, 2015; see Appendix A: Meeting ESSA Requirements). These requirements are outlined in the U.S. Department of Education’s document, *A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process* (U.S. Department of Education, 2018).

Critical Element 1.2 *Coherent and Progressive ELP Standards that Correspond to the State’s Academic Content Standards* (U.S. Department of Education, 2018) states:

The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State’s academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.

The correspondence tables in this appendix are organized by grade-level cluster and Key Language Use. They provide a sampling of evidence of a strong relationship (that is, correspondence) between state academic content standards and WIDA ELD Standards. They also provide a preview of information that may be included in state peer review submissions to the federal government. These correspondences reinforce the connection between content and language as illustrated in each Key Language Use and the WIDA Language Expectations.

For state peer review evidence, final correspondence determinations between the WIDA Language Expectations and the state academic content standards may be made as part of future alignment studies with educator panels. For more information on this process, see the Council of Chief State School Officers (CCSSO) *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards* [commonly referred to as the ELPD Framework] (CCSSO, 2014), Section 2.3.

Cautions on Unintended Interpretations of Sample Correspondence Tables

The sample high-leverage correspondences shared in this section intentionally preserve for educators the critical choices to be made around the selection of curricular content and instructional approaches. Use these types of high-leverage correspondences to

- Prioritize and engage multilingual learners in deep, rigorous instruction
- Offer flexible, yet consistent instruction and assessment
- Coordinate with other required standards

The correspondences included here are not intended to be interpreted as the only matches possible between the WIDA ELD Standards Framework, 2020 Edition, and academic content standards. The correspondences are the first step in the process used by educators and may potentially vary due to situational circumstances, student-related factors, educator choice, and other considerations.

List of Sample Correspondence Tables

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Kindergarten

English Language Arts .Narrate

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.</p> <p>ELA.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.</p> <p>ELA.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.</p>	<p>ELD-LA.K.Narrate.Interpretive</p> <p>Interpret language arts narratives (with prompting and support) by...</p> <ul style="list-style-type: none"> • Identifying key details • Identifying characters, settings, and major events • Asking and answering questions about unknown words in a text
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>ELD-LA.K.Narrate.Expressive</p> <p>Construct language arts narratives (with prompting and support) that...</p> <ul style="list-style-type: none"> • Orient audience to story • Describe story events

Science .Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), K-2</p> <p>SEP 4: Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> • Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. • Compare predictions (based on prior experiences) to what occurred (observable events). <p>SEP 8: Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> • Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). 	<p>ELD-SC .K .Inform .Interpretive</p> <p>Interpret scientific informational texts by...</p> <ul style="list-style-type: none"> • Determining what text is about • Defining or classifying a concept or entity

Science.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP)</p> <p>SEP 4: Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> • Record information (observations, thoughts, and ideas). • Use and share pictures, drawings, and/or writings of observations. • Use counting and numbers to identify and describe patterns in the natural and designed world(s). • Compare predictions (based on prior experiences) to what occurred (observable events). <p>SEP 5: Using Mathematical and Computational Thinking</p> <ul style="list-style-type: none"> • Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs. • Use quantitative data to compare two alternative solutions to a problem. <p>SEP 8: Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> • Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea. • Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas. 	<p>ELD-SC.K.Inform.Expressive</p> <p>Construct scientific informational texts that...</p> <ul style="list-style-type: none"> • Introduce others to a topic or entity • Provide details about an entity

Grade 1

Mathematics .Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: Standards for Mathematical Practices (MP)</p> <p>CCSS .MATH .PRACTICE .MP1 Make sense of problems and persevere in solving them</p> <p>In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches.</p> <p>CCSS .MATH .PRACTICE .MP4 Model with mathematics</p> <p>In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.</p> <p>CCSS .MATH .PRACTICE .MP7 Look for and make use of structure</p> <p>Mathematically proficient students look closely to discern a pattern or structure. First graders begin to discern a number pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (Commutative property of addition.) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$.</p>	<p>ELD-MA .1 .Inform .Interpretive</p> <p>Interpret mathematical informational texts by...</p> <ul style="list-style-type: none"> • Identifying concept or entity • Describing attributes and characteristics

Mathematics .Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: Standards for Mathematical Practices (MP)</p> <p>CCSS .MATH .PRACTICE .MP1 Make sense of problems and persevere in solving them</p> <p>In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches.</p> <p>CCSS .MATH .PRACTICE .MP4 Model with mathematics</p> <p>In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.</p> <p>CCSS .MATH .PRACTICE .MP7 Look for and make use of structure</p> <p>Mathematically proficient students look closely to discern a pattern or structure. First graders begin to discern a number pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (Commutative property of addition.) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$.</p>	<p>ELD-MA .1 .Inform .Expressive</p> <p>Construct mathematical informational texts that..</p> <ul style="list-style-type: none"> • Define or classify concept or entity • Describe a concept or entity • Compare/contrast concepts or entities

Social Studies .Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: College, Career, & Civic Life (C3) Framework</p> <p>D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p>D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.</p>	<p>ELD-SS.1.Argue.Interpretive</p> <p>Interpret social studies arguments by...</p> <ul style="list-style-type: none"> • Identifying topic • Analyzing evidence gathered from source • Evaluating source based on distinctions between fact and opinion
Expressive Communication Mode	
<p>Source: College, Career, & Civic Life (C3) Framework</p> <p>D4.1.K-2. Construct an argument with reasons.</p> <p>D4.2.K-2. Construct explanations using correct sequence and relevant information.</p>	<p>ELD-SS.1.Argue.Expressive</p> <p>Construct social studies arguments that...</p> <ul style="list-style-type: none"> • Introduce topic • Select relevant information to support claim with evidence • Show relationship between claim, evidence and reasoning

Grades 2-3

English Language Arts .Narrate

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA .2 .R .L .1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELA .2 .R .L .2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>ELA .2 .R .L .3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.</p> <p>ELA .2 .R .L .4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>ELA .3 .R .L .1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>ELA .3 .R .L .2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>ELA .3 .R .L .3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>ELA .3 .R .L .4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>ELD-LA .2-3 .Narrate .Interpretive</p> <p>Interpret language arts narratives by...</p> <ul style="list-style-type: none"> • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

English Language Arts .Narrate, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA .2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>ELA .3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>ELD-LA .2-3 .Narrate .Expressive</p> <p>Construct language arts narratives that...</p> <ul style="list-style-type: none"> • Orient audience to context • Develop story with time and event sequences, complication, resolution or ending • Engage and adjust for audience

Mathematics .Explain

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: Standards for Mathematical Practices</p> <p>CCSS .MATH .PRACTICE .MP1 Make sense of problems and persevere in solving them .</p> <p>In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They make conjectures about the solution and plan out a problem-solving approach.</p> <p>CCSS .MATH .PRACTICE .MP1 Make sense of problems and persevere in solving them .</p> <p>In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.</p>	<p>ELD-MA .2-3 .Explain .Interpretive</p> <p>Interpret mathematical explanations by...</p> <ul style="list-style-type: none"> • Identifying concept or entity • Analyzing plan for problem-solving steps • Evaluating simple pattern or structure

Mathematics.Explain, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: Standards for Mathematical Practices</p> <p>CCSS .MATH .PRACTICE .MP1 Make sense of problems and persevere in solving them .</p> <p>In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They make conjectures about the solution and plan out a problem-solving approach.</p> <p>CCSS .MATH .PRACTICE .MP1 Make sense of problems and persevere in solving them .</p> <p>In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.</p>	<p>ELD-MA .2-3 .Explain .Expressive</p> <p>Construct mathematical explanations that...</p> <ul style="list-style-type: none"> • Introduce concept or entity • Describe solution and steps used to solve problem with others • State reasoning used to generate solution

Grades 4-5

English Language Arts .Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA .4 .R .I .2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>ELA .4 .R .I .6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>ELA .4 .R .I .8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>ELA .5 .R .I .2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELA .5 .R .I .6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELA .5 .R .I .8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>ELD-LA .4-5 .Argue .Interpretive</p> <p>Interpret language arts arguments by...</p> <ul style="list-style-type: none"> • Identifying main ideas • Analyzing points of view about same event or topic • Evaluating how details, reasons and evidence support particular points in a text

English Language Arts .Argue, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA .4 .SL .4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELA .4 .W .1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>ELA .5 .SL .4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELA .5 .W .1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>ELD-LA .4-5 .Argue .Expressive</p> <p>Construct language arts arguments that...</p> <ul style="list-style-type: none"> • Introduce and develop a topic clearly and state an opinion • Support opinions with reasons and information • Use a formal style • Logically connect opinions to appropriate supporting evidence, facts, and details, and offer a concluding statement or section

Science .Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 3-5</p> <p>SEP 7: Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> • Compare and refine arguments based on an evaluation of the evidence presented. • Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation. 	<p>ELD-SC .4-5 .Argue .Interpretive</p> <p>Interpret scientific arguments by...</p> <ul style="list-style-type: none"> • Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions • Comparing reasoning and claims based on evidence • Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation
Expressive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 3-5</p> <p>SEP 7: Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> • Construct and/or support an argument with evidence, data, and/or a model. • Use data to evaluate claims about cause and effect. • Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. 	<p>ELD-SC .4-5 .Argue .Expressive</p> <p>Construct scientific arguments that...</p> <ul style="list-style-type: none"> • Introduce topic/phenomenon in issues related to the natural and designed world(s) • Make and define a claim based on evidence, data, and/or model • Establish a neutral tone or an objective stance • Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making between claim, evidence, and reasoning

Grades 6-8

Mathematics .Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: Standards for Mathematical Practice</p> <p>CCSS .MATH .PRACTICE .MP3 Construct viable arguments and critique the reasoning of others .</p> <p>In grade 6, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, “How did you get that?” “Why is that true?” “Does that always work?” They explain their thinking to others and respond to others’ thinking.</p> <p>CCSS .MATH .PRACTICE .MP3 Construct viable arguments and critique the reasoning of others .</p> <p>In grade 7, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, “How did you get that?” “Why is that true?” “Does that always work?” They explain their thinking to others and respond to others’ thinking.</p> <p>CCSS .MATH .PRACTICE .MP3 Construct viable arguments and critique the reasoning of others .</p> <p>In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, “How did you get that?” “Why is that true?” “Does that always work?” They explain their thinking to others and respond to others’ thinking.</p>	<p>ELD-MA .6-8 .Argue .Interpretive</p> <p>Interpret mathematics arguments by...</p> <ul style="list-style-type: none"> • Comparing conjectures with previously established results • Distinguishing commonalities among strategies used • Evaluating relationships between evidence and mathematical facts to create generalizations

Mathematics .Argue, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: Standards for Mathematical Practice</p> <p>CCSS .MATH .PRACTICE .MP3 Construct viable arguments and critique the reasoning of others .</p> <p>In grade 6, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, “How did you get that?” “Why is that true?” “Does that always work?” They explain their thinking to others and respond to others’ thinking.</p> <p>CCSS .MATH .PRACTICE .MP3 Construct viable arguments and critique the reasoning of others .</p> <p>In grade 7, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, “How did you get that?” “Why is that true?” “Does that always work?” They explain their thinking to others and respond to others’ thinking.</p> <p>CCSS .MATH .PRACTICE .MP3 Construct viable arguments and critique the reasoning of others .</p> <p>In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, “How did you get that?” “Why is that true?” “Does that always work?” They explain their thinking to others and respond to others’ thinking.</p>	<p>ELD-MA .6-8 .Argue .Expressive</p> <p>Construct mathematics arguments that...</p> <ul style="list-style-type: none"> • Create conjecture, using definitions and previously established results • Generalize logic across cases • Justify conclusions with evidence and mathematical facts • Evaluate and critique others’ arguments

Social Studies .Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: College, Career, & Civic Life (C3) Framework</p> <p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p> <p>D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>ELD-SS.6-8 .Argue .Interpretive</p> <p>Interpret social studies arguments by...</p> <ul style="list-style-type: none"> • Identifying topic and purpose (e.g., argue in favor or against a position, present a balanced interpretation, challenge perspective) • Analyzing relevant information from multiple sources to support claims • Evaluating point of view and credibility of source based on relevance and intended use
Expressive Communication Mode	
<p>Source: College, Career, & Civic Life (C3) Framework</p> <p>D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>CCSS .ELA-LITERACY .RH .6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS .ELA-LITERACY .RH .6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>ELD-SS.6-8 .Argue .Expressive</p> <p>Construct social studies arguments that...</p> <ul style="list-style-type: none"> • Introduce and contextualize topic • Select relevant information to support claims with evidence from multiple sources • Establish perspective • Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Grades 9-12

English Language Arts .Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA .9-10 .R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA .9-10 .R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>ELA .11-12 .R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELA .11-12 .R.I.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>ELD-LA .9-12 .Inform .Interpretive</p> <p>Interpret informational texts in language arts by...</p> <ul style="list-style-type: none"> • Identifying and/or summarizing central ideas • Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships • Evaluating cumulative impact and refinement of author’s key word choices over the course of a text

English Language Arts .Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA .9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>ELA .9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>ELA .11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>ELA .11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>ELA .11-12.W.HST.2 Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>ELA .11-12.W.HST.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>ELD-LA .9-12 .Inform .Expressive</p> <p>Construct informational texts in language arts that...</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish an objective or neutral stance • Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships • Develop coherence and cohesion throughout text

Science .Explain

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 9-12</p> <p>SEP 1: Asking Questions and Defining Problems</p> <ul style="list-style-type: none"> Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical and/or environmental considerations. <p>SEP 6: Constructing Explanations (for Science) and Designing Solutions (for Engineering)</p> <ul style="list-style-type: none"> Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. <p>SEP 8: Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem. Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible. 	<p>ELD-SC .9-12 .Explain .Interpretive</p> <p>Interpret scientific explanations by...</p> <ul style="list-style-type: none"> Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

Science.Explain, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 9-12</p> <p>SEP 6: Constructing Explanations (for Science) and Designing Solutions (for Engineering)</p> <ul style="list-style-type: none"> • Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. • Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. • Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. • Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. <p>SEP 8: Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> • Communicate scientific and/or technical information or ideas (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). • Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible 	<p>ELD-SC .9-12 .Explain .Expressive</p> <p>Construct scientific explanations that...</p> <ul style="list-style-type: none"> • Describe valid and reliable evidence (from multiple sources) about a phenomenon • Establish neutral or objective stance in how results are communicated • Develop reasoning to illustrate and/or predict relationships between variables in a system or between components of a system • Summarize and refine solutions referencing evidence, criteria, and/or trade-offs

Appendix C: A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations

Distribution of Key Language Uses in Kindergarten				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●		☾
3. Language for Mathematics		●	☾	☾
4. Language for Science		●	●	☾
5. Language for Social Studies	☾	●		☾

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●		☾
3. Language for Mathematics		●	☾	☾
4. Language for Science		●	●	☾
5. Language for Social Studies	☾	●		●

● Most Prominent ☾ Prominent Present

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●		◐
3. Language for Mathematics		◐	●	●
4. Language for Science		◐	●	●
5. Language for Social Studies	◐		●	●

Distribution of Key Language Uses in Grades 4-5				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics		◐	●	●
4. Language for Science		◐	●	●
5. Language for Social Studies	◐		●	●

● Most Prominent ◐ Prominent Present

Distribution of Key Language Uses in Grades 6-8

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics		◐	●	●
4. Language for Science		◐	●	●
5. Language for Social Studies	◐		●	●

Distribution of Key Language Uses in Grades 9-12

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics		◐	●	●
4. Language for Science		◐	●	●
5. Language for Social Studies	◐		●	●

● Most Prominent
◐ Prominent
Present

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information



WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.K.Narrate.Interpretive

Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K.Narrate.Expressive

Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events



WIDA ELD STANDARD 2

Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.K.Inform.Interpretive

Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive

Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts



WIDA ELD STANDARD 3

Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.K.Inform.Interpretive

Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.Inform.Expressive

Construct mathematical informational texts (with prompting and support) that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities



WIDA ELD STANDARD 4

Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.K.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform.Expressive

Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity



WIDA ELD STANDARD 4

Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.K.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

ELD-SC.K.Explain.Expressive

Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem



WIDA ELD STANDARD 5

Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.K.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

ELD-SS.K.Inform.Expressive

Construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question
- Provide a detail about relevant information

GRADE

1

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADE
1

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA .1 .Narrate .Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA .1 .Narrate .Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

GRADE
1

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA .1 .Inform .Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA .1 .Inform .Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

GRADE

1

WIDA ELD STANDARD 3

Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.1.Inform.Interpretive

Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

ELD-MA.1.Inform.Expressive

Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

GRADE

1

WIDA ELD STANDARD 4

Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.1.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

GRADE
1

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.1.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

GRADE
1

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.1.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive

Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

GRADE
1

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.1.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim and evidence, and reasoning

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADES
2-3

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA .2-3 .Narrate .Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA .2-3 .Narrate .Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution or ending
- Engage and adjust for audience

GRADES
2-3

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA .2-3 .Inform .Interpretive

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA .2-3 .Inform .Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

GRADES
2-3

WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

ELD-MA.2-3.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

GRADES
2-3

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Argue.Interpretive

Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3.Argue.Expressive

Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Argue.Interpretive

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Expressive

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

GRADES
2-3

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Explain.Interpretive

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

GRADES
2-3

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

ELD-SS.2-3.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

GRADES
4-5

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
4-5

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

GRADES
4-5

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

GRADES
4-5

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Argue.Interpretive

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

GRADES
4-5

WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

ELD-MA.4-5.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

GRADES
4-5 **WIDA ELD STANDARD 3**
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA .4-5 .Argue .Interpretive

Interpret mathematics arguments by

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

ELD-MA .4-5 .Argue .Expressive

Construct mathematics arguments that

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

GRADES
4-5 **WIDA ELD STANDARD 4**
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

GRADES
4-5

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Argue.Interpretive

Interpret scientific arguments by

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

ELD-SC.4-5.Argue.Expressive

Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

GRADES

4-5

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Explain.Interpretive

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

GRADES
6-8

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
6-8

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

ELD-LA.6-8.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

GRADES
6-8

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

ELD-LA.6-8.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

GRADES
6-8

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Argue.Interpretive

Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6-8.Argue.Expressive

Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

GRADES
6-8

WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

ELD-MA.6-8.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy
- State reasoning used to generate solution

GRADES
6-8

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Argue.Interpretive

Interpret mathematics arguments by

- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

ELD-MA.6-8.Argue.Expressive

Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

GRADES
6-8

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC.6-8.Explain.Expressive

Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

GRADES
6-8

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Argue.Interpretive

Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.6-8.Argue.Expressive

Construct scientific arguments that

- Introduce and contextualize topic/ phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

GRADES
6-8

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.6-8.Explain.Interpretive

Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluate experts' points of agreement, along with strengths and weakness of explanations

ELD-SS.6-8.Explain.Expressive

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

Language Expectations: Multilingual learners will...

ELD-SS.6-8.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

GRADES
9-12 **WIDA ELD STANDARD 1**
Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES
9-12 **WIDA ELD STANDARD 1**
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
9-12

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Narrate.Interpretive

Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA.9-12.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

GRADES
9-12

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

GRADES
9-12 **WIDA ELD STANDARD 2**
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA .9-12 .Argue .Interpretive

Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA .9-12 .Argue .Expressive

Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

GRADES
9-12 **WIDA ELD STANDARD 3**
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA .9-12 .Explain .Interpretive

Multilingual learners use language to interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA .9-12 .Explain .Expressive

Multilingual learners use language to construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

GRADES
9-12

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA .9-12 .Argue .Interpretive

Interpret mathematics arguments by

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA .9-12 .Argue .Expressive

Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

GRADES
9-12

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC .9-12 .Explain .Interpretive

Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC .9-12 .Explain .Expressive

Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

GRADES
9-12 **WIDA ELD STANDARD 4**
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Argue.Interpretive

Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC.9-12.Argue.Expressive

Construct scientific arguments that

- Introduce and contextualize topic/ phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

GRADES
9-12 **WIDA ELD STANDARD 5**
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Explain.Interpretive

Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS.9-12.Explain.Expressive

Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

GRADES
9-12 **WIDA ELD STANDARD 5**
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS.9-12.Argue.Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Appendix D: A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes

Expansion of the K-12 Performance Definitions into Proficiency Level Descriptors for All Grade-Level Clusters

Since 2004, the WIDA K-12 Performance Definitions have offered an interpretation of student language performance across five levels of English language proficiency. For the 2020 Edition, WIDA has expanded the K-12 Performance Definitions into Proficiency Level Descriptors with six grade-level clusters that provide elaborated, developmental interpretations for multilingual learners' proficiency levels in English. This appendix offers a comparison of the 2004 Performance Definitions and 2020 Proficiency Level Descriptors.

Both the 2004 K-12 Performance Definitions and 2020 grade-level cluster Proficiency Level Descriptors use similar language performance criteria that focus on similar concepts:

- Organization
- Cohesion
- Density
- Grammatical Complexity
- Precision/Vocabulary Usage

However, the 2020 Proficiency Level Descriptors provide heightened emphasis on discourse; there are three criteria provided in the discourse dimension and only one criterion each in the other two dimensions (sentence and word/phrase).

Table D-1 provides a comparison of the 2014 Features of Academic Language (WIDA, 2014) and its update, the 2020 Dimensions of Language in the Proficiency Level Descriptors: Criteria and Sample Features (see Section 2 of this document).

Table D-1: Comparison of Criteria in 2014 Features of Academic Language Chart and 2020 Dimensions of Language Table

	2012 Performance Definitions (2014 Features of Academic Language Table)	2020 Proficiency Level Descriptors
Discourse Dimension	<ul style="list-style-type: none"> • Structure and variety of organized speech/written text • Coherence and cohesion of ideas • Density of speech/written text • Amount of speech/written text* 	<ul style="list-style-type: none"> • Organization of language • Cohesion of language • Density of language
Sentence Dimension	Types and variety of grammatical constructions	Grammatical complexity of language

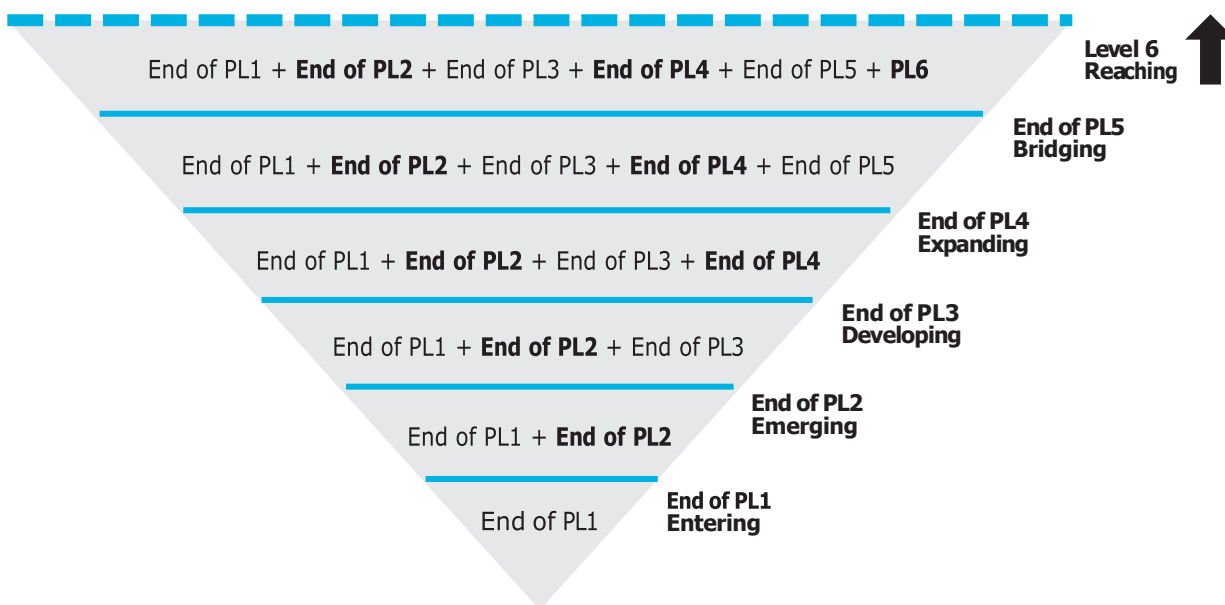
	2012 Performance Definitions (2014 Features of Academic Language Table)	2020 Proficiency Level Descriptors
Word/Phrase Dimension	General, specific, and technical language <ul style="list-style-type: none"> • Multiple meanings of words and phrases • Collocations and idioms • Nuances and shades of meaning 	Precision of language <ul style="list-style-type: none"> • 3 types of language (everyday, cross-disciplinary, and technical) • Examples (e.g., multiple meanings, collocations, idioms, shades of meaning, etc.)

*The 2020 Proficiency Level Descriptors measure excerpts of language; neither descriptors nor examples within the Proficiency Level Descriptors describe the full amount of text that students can process or produce (e.g., chapter books)

Similarities among 2012 K-12 Performance Definitions and 2020 Grade-Level Cluster Proficiency Level Descriptors

- Both K-12 Performance Definitions and grade-level cluster Proficiency Level Descriptors conceptualize the linguistic system within a sociocultural context.
- Both are organized around three dimensions of language:
 - The discourse dimension imparts overall meaning across an entire text, supported by the sentence and word/phrase dimensions.
 - The sentence dimension contributes to the grammatical complexity of how various sentence types shape text sequencing and connections.
 - The word/phrase dimension adds precision to communication. For example, language users strategically select different three types of language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.
- Both describe the interpretive and expressive communication modes. (The 2012 edition used the terms *receptive* and *productive* communication modes.) The two communication modes encompass the four language domains (speaking, listening, reading, and writing), as outlined in federal requirements for language proficiency standards.
- For both the K-12 Performance Definitions and the grade-level cluster Proficiency Level Descriptors, proficiency levels are cumulative, meaning that each proficiency level includes and builds on previous ones (e.g., the student proficiency descriptors for the end of PL4 include the three previous sets of descriptors. The descriptors for the end of PL4 = End of PL1 + End of PL2 + End of PL3 + End of PL4).

Figure D-1: Cumulative Expansion of Multilingual Learners' Linguistic Resources



- Both the K-12 Performance Definitions and the grade-level cluster Proficiency Level Descriptors highlight the notion that, as multilingual learners gain proficiency in English, their abilities to effectively use language across each of the criteria increases accordingly. As multilingual learners progress across proficiency levels, they develop an increasing range of linguistic resources to use when making meaning in context and in coordination with multimodal communication resources.
- Both target end-of-level performance in order to provide aligned interpretations of WIDA scale scores. Within each level, the progression of student language development may develop differently.
- Both include an assumption that appropriate scaffolding must be provided to the student. The choice of scaffolding and multimodal communication (e.g., visual, auditory, tactile, kinesthetic) for multilingual learners, including those with disabilities, should be based on various factors, including the communicative purpose of the situation and the student's level of language proficiency.

Differences between K-12 Performance Definitions and Grade-Level Cluster Proficiency Level Descriptors

Table D-2: Differences Between Performance Definitions and Proficiency Level Descriptors

K-12 Performance Definitions	Grade-Level Cluster Proficiency Level Descriptors
<ul style="list-style-type: none"> Describe student language development for activities that target the WIDA Model Performance Indicators Reflect language development across the K-12 grade span 	<ul style="list-style-type: none"> Describe student language development for activities that target the 2020 WIDA Language Expectations Reflect language development at designated grade-level clusters that correspond to those used with WIDA ACCESS for ELLs (K, 1, 2-3, 4-5, 6-8, 9-12)
Offer five proficiency levels	Offer five proficiency levels plus new descriptors for PL6 (Reaching) . It is important to remember even when reaching the criteria described in PL6 (Reaching), the student continues onward with lifelong language development.
Define three types of vocabulary: <ul style="list-style-type: none"> General language: Everyday words or expressions not typically associated with a specific content area (e.g., describe, book) Specific language: Words or expressions used across multiple academic content areas in school (e.g., chart, total, individual) Technical language: The most precise words or expressions associated with topics within academic content areas in school 	Clarify definitions for three types of vocabulary: <ul style="list-style-type: none"> Everyday language: Language for representing ideas in nontechnical ways (e.g., dogs instead of canines) Cross-disciplinary language: Common academic language used across content area contexts (e.g., analyze, evaluate, summarize) Technical language: Specialized, increasingly abstract language associated with a content area such as science and history (e.g., mitosis, imperialism)

Alignment of 2020 Grade-Level Cluster Proficiency Level Descriptors with Existing WIDA Performance Definitions, Scales, and Tools

The single K-12 continuum of K-12 Performance Definitions was expanded into six grade-level cluster Proficiency Level Descriptors to support consistency of proficiency level interpretations by state, local, and school-based educators and to provide additional details that address developmental differences in the complexity and range of language uses needed by primary and secondary students.

For federal peer review purposes, it is important for state education agencies to show that, in the new 2020 Edition, WIDA has not changed the fundamental nature of the scores aligned with the WIDA English Language Development Standards. Thus, a key activity during 2019-2020 development work was ensuring consistency and equivalency with the interpretations used with the 2012 Performance Definitions and 2016 Standards Setting cut scores.

Thus, some key activities in the development of the 2020 Proficiency Level Descriptors focused on ensuring consistency and equivalency with the interpretations used with the 2012 Performance Definitions and 2016 Standards Setting cut scores. These activities included the following:

- Conducted literature review to identify key performance criteria to be measured
- Created alignment mapping between 2012 and 2020 performance criteria and tools
- Checked validity and calibrated equivalent difficulty levels in descriptors with evidence from ACCESS for ELLs student samples and scoring tools
- Checked consequential validity with international, national, state, and local educator reviews and panels
- Obtained external expert feedback and recommendations
- Checked to ensure proposed levels fit with descriptions of student performances for each grade-level cluster on ACCESS for ELLs

Summary

The 2020 grade-level cluster Proficiency Level Descriptors have been carefully designed to ensure consistency and equivalency with the interpretations used with the 2012 Performance Definitions and 2016 Standards Setting cut scores. The six grade-level clusters in the Proficiency Level Descriptors provide elaborated, developmental interpretations for multilingual learners' proficiency levels in English.

Proficiency Level Descriptors for all grade-level clusters are provided beginning on the next page. These are identical to the descriptors shown in the grade-level cluster materials.

Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (<i>my family</i>) with words, pictures, phrases, or chunks of language	around topics (<i>all about me</i>) with repetition, rhyming, and common language patterns	around topics (<i>all about me</i>) with repetition, rhyming, and other language patterns with short sentences	to meet a purpose (<i>to inform, narrate, entertain</i>) through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words	patterned language with repetitive words and phrases (<i>This is a duck. The duck says quack, quack. This is a goat.</i>)	repetitive words and phrases across a text (<i>Brown bear, brown bear, what do you see?</i>)	some frequently used cohesive devices (demonstratives: <i>this, these, that, those</i>)	a few different types of cohesive devices (<i>repetition, pronoun referencing, etc.</i>)	multiple types of cohesive devices (<i>synonyms, antonyms, repetition</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	labels with single nouns (<i>ball, car</i>)	frequently used single noun groups (<i>my toys, my car, your ball?</i>)	frequently used multi-word noun groups (<i>my favorite book</i>)	multi-word noun groups with connectors (<i>a shiny truck and a red ball</i>)	expanded noun groups with classifiers (<i>the red fire truck</i>)	expanded noun groups with prepositional phrases (<i>the red fire truck in the station</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, and phrases (<i>Anna's chair</i>)	words, pictures, phrases, and chunks of language (<i>ran to her room</i>)	chunks of language (<i>sat in her chair, jumps on her bed</i>)	simple sentences (<i>She picked it up.</i>)	related simple sentences (<i>She picked it up. She carried it to her room.</i>)	multiple related simple sentences (<i>She picked it up. She carried it to her room. She opened it up.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a few words and phrases in familiar contexts and topics (<i>map, desk, hello</i>)	repeated words and phrases in familiar contexts and topics (<i>sound it out, think first</i>)	frequently used words and phrases in familiar contexts (<i>time to clean up</i>)	situation-specific words and phrases (<i>What sounds do we hear?</i>)	an increasing number of words and phrases (<i>We need four different colors to make a pattern.</i>)	a growing number of words and phrases in a variety of contexts (<i>special visitor, school assembly</i>)

Grade K WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose (<i>and, then</i>)	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: <i>The parrot eats nuts and seeds.</i>)	text that conveys an intended purpose with emerging organizational patterns (<i>first, and then, also, next</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	single words and phrases related to topic (<i>water, leaf</i>)	an emerging use of cohesive devices (repetition: <i>water, water, the water</i>)	a few frequently used cohesive devices (repetition: <i>this leaf is red, this leaf is yellow</i>)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i>)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, and phrases (<i>cats and dogs</i>)	words, pictures, phrases and chunks of language (<i>cats meow and dogs bark</i>)	sentence fragments (<i>cats and dogs</i>)	sentence fragments and emerging use of simple sentences (<i>Dogs sleep, Dogs bark.</i>)	simple sentences (<i>Cats like to climb. Dogs like to run.</i>)	sentences with emerging use of clauses (<i>My cat sleeps all day. My dog runs all the time. They are my pets.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	frequently reoccurring words and phrases (<i>Good Morning, let's play</i>)	emerging use of words and phrases with attempted precision (<i>Today is Friday, September 15.</i>)	few frequently used words and phrases with emerging precision (<i>lunch time, morning meeting</i>)	some frequently used words and phrases with some precision (<i>my pattern is red, blue, red, blue</i>)	a small repertoire of words and phrases with developing precision (<i>beautiful butterfly, repeating pattern</i>)	a growing repertoire of words and phrases with growing precision (<i>green and yellow stripes</i>)

Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (<i>all about pandas</i>) with repetition, rhyming, and common language patterns	around topics (<i>all about pandas</i>) with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text (<i>Brown bear, brown bear, what do you see?</i>)	some frequently used cohesive devices (demonstratives: <i>these, those, that, this</i>)	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, <i>We are all alike. We are all different.</i>)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: <i>animals like dogs, cats, tigers</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used single word noun groups (<i>dinosaurs</i>)	frequently used multi-word noun groups (<i>big tall dinosaurs</i>)	multi-word noun groups with connectors (<i>a big and hungry dinosaur</i>)	expanded noun groups with classifiers (<i>the biggest meat-eating dinosaurs</i>)	expanded noun groups with prepositional phrases (<i>the meat-eating dinosaurs in the jungle</i>)	expanded noun groups with embedded clauses (<i>the biggest meat-eating dinosaurs, who lived at that time</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, phrases, and chunks of language (<i>turtle eggs</i>)	chunks of language (<i>turtles swimming</i>)	simple sentences (<i>Turtles swim in the ocean.</i>)	related simple sentences (<i>Turtles are reptiles. They like warm water.</i>)	multiple related simple sentences (<i>There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.</i>)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	repeated words and phrases in familiar contexts and topics (<i>classroom helpers</i>)	frequently used words and phrases in familiar contexts and topics (<i>Would you like to share...?</i>)	situation-specific words and phrases (<i>Plant the seeds in this pot.</i>)	an increasing number of words and phrases (<i>Tell me about your picture on the left.</i>)	a growing number of words and phrases in a variety of contexts (<i>How many red triangles are there?</i>)	an expanding number of words and phrases, including idioms and collocations (<i>plus and minus</i>)

Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern (<i>one day, first, last, I think, etc.</i>)	short texts that convey an intended purpose using basic connectors (<i>first, and then, next</i>)	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	patterned language with repetitive phrases and sentences (<i>The big, hungry bear...</i>)	few frequently used cohesive devices (repetition: <i>The tiger... The tiger...</i>)	some frequently used cohesive devices (simple pronouns: <i>it, they, she, he</i>)	some formulaic cohesive devices (pronoun referencing: <i>my ball, her brother, they gave it to us, etc.</i>)	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: <i>that one, so did I</i>)	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: <i>wild animals like lions, bears, tigers</i>)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>those big fluffy white clouds</i>)	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, phrases, and chunks of language (<i>flowers and trees</i>)	sentence fragments (<i>grow taller</i>)	sentence fragments and emerging use of simple sentences (<i>had no water so died</i>)	simple sentences (<i>Plants need water. They need sun.</i>)	sentences with emerging use of clauses (<i>Plants need water but... They need sun. Those ones died.</i>)	simple and compound sentences (with some coordinating conjunctions: <i>Our plants died and those ones did too.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	emerging use of words and phrases with attempted precision (<i>over there, line up in a row</i>)	few frequently used words and phrases with emerging precision (<i>lunch time, clean up my desk</i>)	some frequently used words and phrases with some precision (<i>have a nice day, I'm finished</i>)	a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>)	a growing repertoire of words and phrases with growing precision (<i>preschool friends, math time, after lunch</i>)	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision (<i>do homework, saving time</i>)

Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	repetitive chunks of meaning across text (<i>red crayon, yellow crayon, blue crayon</i>)	frequently used cohesive devices (demonstratives: <i>this, that, these, those</i>)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: <i>The rectangle is a big one.</i>) and ellipsis (<i>There isn't any. [milk]</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used multi-word noun groups (<i>green frogs</i>)	multi-word noun groups with connectors (<i>green and slimy frogs</i>)	expanded noun groups with classifiers (<i>tree frogs and poison frogs</i>)	expanded noun groups with prepositional phrases (<i>three little green tree frogs on the log</i>)	expanded noun groups with embedded clauses (<i>three little green tree frogs that jumped into the water</i>)	expanded noun groups with a variety of embedded clauses (<i>three little green tree frogs with long legs that swam away and didn't come back</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	chunks of language (<i>stick to rocks and coral</i>)	simple sentences (<i>They stick to rocks and coral.</i>)	related simple sentences (<i>They look like plants. They stick to rocks and coral.</i>)	multiple related simple sentences (<i>They are called anemones. They look like plants. They stick to rocks and coral.</i>)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>They are called anemones and they look like plants.</i>)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>Anemones look like plants but they are sea animals.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	frequently used words and phrases in familiar contexts and topics (<i>time to clean up</i>)	situation-specific words and phrases (<i>How do we spell that word?</i>)	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins...)

Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>Last week, When I was five, I think, etc.</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i>)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun (<i>those storm clouds that we saw yesterday</i>))
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments (<i>triangles and rectangles</i>)	sentence fragments and emerging use of simple sentences (<i>triangle has three sides</i>)	simple sentences (<i>A square has 4 right angles.</i>)	sentences with emerging use of clauses (<i>We put triangles, then rectangles</i>)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>We put blue triangles, then we put red triangles.</i>)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: <i>We put blue triangles, then red triangles, but there was no pattern.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	few frequently used words and phrases with emerging precision (<i>Time to eat?</i>)	some frequently used words and phrases with some precision (<i>three groups of four equals...</i>)	a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>)	a growing repertoire of words and phrases with growing precision (<i>preschool friends, math time, after lunch</i>)	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (<i>hard as a rock</i>)	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>rounding off and finding the mean</i>)

Grades 4-5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around specific topics (<i>clean water</i>) with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	multi-word noun groups with connectors (<i>mean and nasty bullies</i>)	expanded noun groups with classifiers (<i>mean and nasty fourth grade bullies</i>)	expanded noun groups with prepositional phrases (<i>my favorite character in this book</i>)	expanded noun groups with embedded clauses (<i>my favorite character who stood up to the bullies</i>)	expanded noun groups with a variety of embedded clauses (<i>my favorite character who stood up to the bullies and hardship</i>)	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization: <i>she stood up to bullies = her courage</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	simple sentences (<i>Strong winds blow through the forest.</i>)	related simple sentences (<i>Winds blow through the forest. The trees sway and shake.</i>)	multiple related simple sentences (<i>Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.</i>)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>The trees sway and shake, and dead branches fall off to the ground.</i>)	compound sentences with frequently used ways of combining clauses (<i>Strong winds blow through the forests, but the mighty oaks stand tall and proud.</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>When strong winds blow through the forests, the trees sway and shake.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	situation-specific words and phrases (<i>between those two black wires</i>)	an increasing number of words and phrases (<i>Over there on the board?</i>)	a growing number of words and phrases in a variety of contexts (<i>lightbulb went off, the electric circuit</i>)	an expanding number of words and phrases including idioms and collocations (<i>push and pull, quit pulling my leg</i>)	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns (<i>the invisible force between two magnets</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>electric shock versus I'm shocked</i>)

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>first, and then, then</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence is...</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	a few types of elaboration (adding familiar adjectives to describe nouns: <i>maple syrup</i>)	some types of elaboration (adding newly learned or multiple adjectives to nouns (<i>thick, sweet, sticky maple syrup</i>))	a growing number of types of elaboration (adding articles or demonstratives to nouns: <i>the dark syrup</i>)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: <i>the long, slow process...</i>)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>the sap which boiled for six hours...</i>)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: <i>a sweet sap that turned into a delicious syrup after hours of boiling</i> and condensing through nominalization: <i>this tedious process</i>)

CONTINUED

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments and emerging use of simple sentences (<i>the blue one, the red one</i>)	simple sentences (<i>The red side pushed away. The blue side stayed.</i>)	sentences with emerging use of clauses (<i>The red side blocked the paperclip. The blue side picked it up. They are opposites.</i>)	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: <i>The red side repelled the paperclip, but also it...</i>)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: <i>Neither the red one nor the blue one...</i>)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: <i>The magnetic force caused the paperclip to lift off the table because the paperclip is metal.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	some frequently used words and phrases with some precision (<i>social studies, government</i>)	a small repertoire of words and phrases with developing precision (<i>branches of government, executive power</i>)	a growing repertoire of words and phrases with growing precision (<i>the founders, "two if by land..."</i>)	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision (<i>the lights are on but nobody's home...</i>)	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision (<i>as a result of the war, forming a new nation</i>)	a variety of words and phrases, including evaluation, obligation, idioms, and collocations (<i>necessary sacrifices, outdated law, fit for a king</i>)

Grades 6-8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with classifiers (<i>crescent moon</i>)	expanded noun groups with prepositional phrases (<i>waxing crescent moon in the second half of the month</i>)	expanded noun groups with embedded clauses (<i>waxing crescent moon that was growing each day</i>)	expanded noun groups with a variety of embedded clauses (<i>predictable and observable moon phases in your particular time zone</i>)	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas (<i>the relative positions of the sun, earth, and moon cause these changes</i>)

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	related simple sentences (<i>African savannas are full of wildlife.</i>)	multiple related simple sentences (<i>African savannas are full of life. Explore Tanzania.</i>)	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: <i>African savannas are unique and they have amazing wildlife.</i>)	compound sentences with frequently used ways of combining clauses (<i>A variety of wildlife live in the savanna such as...</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>Since it's an ecosystem, it has a variety of...</i>)	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area (<i>The Black Rhino is at risk of extinction, unless...</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	an increasing number of words and phrases (<i>don't be late for class</i>)	a growing number of words and phrases in a variety of contexts (<i>inside the membrane</i>)	an expanding number of words and phrases including idioms and collocations (<i>gravity is bringing me down</i>)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (<i>at the speed of light</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas (<i>trembling in the corner, pounding rain, the whisper of dragonfly wings</i>)

Grades 6-8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: <i>First...Finally, In 1842, This is how volcanos form</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence...</i>)	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i>)	a variety of types of elaboration (adding classifiers: <i>cumulus and cumulonimbus clouds</i>)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>those storm clouds that we saw yesterday</i>)	a flexible range of types of elaboration and some ways to condense ideas (<i>scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system</i>)	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences (<i>The main character is Harry. He is a wizard.</i>)	sentences with emerging use of clauses (no conjunctions: <i>The main character is Harry. His friends are... They go to Hogwarts.</i>)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>He goes to Hogwarts School and his friends are...</i>)	compound sentences with frequently used ways of combining clauses (<i>They fight the forces of evil, yet they can't overcome them.</i>)	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Harry has a lightning bolt scar because he was attacked when...</i>)	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (<i>When Harry is close to Voldemort, his scar throbs.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a small repertoire of words and phrases with developing precision (<i>order of operations, on page 12</i>)	a growing repertoire of words and phrases with growing precision (<i>kinetic energy, law of motion</i>)	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (<i>love-hate relationship</i>)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>fill the beaker to the top line</i>)	a variety of words and phrases, including evaluation and obligation, with precision (<i>stupid test, we should figure this out</i>)	a wide variety of words and phrases with precision (<i>weighing 4.4 pounds on Earth, wrong answer</i>) according to the genre, purpose and discipline

Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with prepositional phrases (<i>the chemical element with the symbol H</i>)	expanded noun groups with embedded clauses (<i>chemical element that has these physical properties</i>)	expanded noun groups with a variety of embedded clauses (<i>chemical element with the symbol Na and an atomic number 11 that ...</i>)	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers (<i>the chemical element with the symbol H and atomic number 1</i>)	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	multiple related simple sentences (<i>All people have needs and wants. This is called demand.</i>)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>All people have needs and wants and it's called demand.</i>)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>All people have needs and wants but there are only limited...</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (Whenever <i>there is an increased demand, the prices go up.</i>)	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (Despite <i>the obvious problems with equity, some people...</i>)	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area (<i>Interest rates are controlled by the Federal Reserve Bank, although some would argue...</i>) with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a growing number of words and phrases in a variety of contexts (<i>sit tight for the announcements, in this novel</i>)	an expanding number of words and phrases including idioms and collocations (<i>to make a long story short</i>)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (<i>within seconds</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>division of power versus long division</i>)	strategic use of various words, phrases, and expressions with shades of meaning across content areas (<i>tumultuous and catastrophic events</i>)	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas (<i>stares, hesitates, agonizes and finally...</i>)

Grades 9-12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

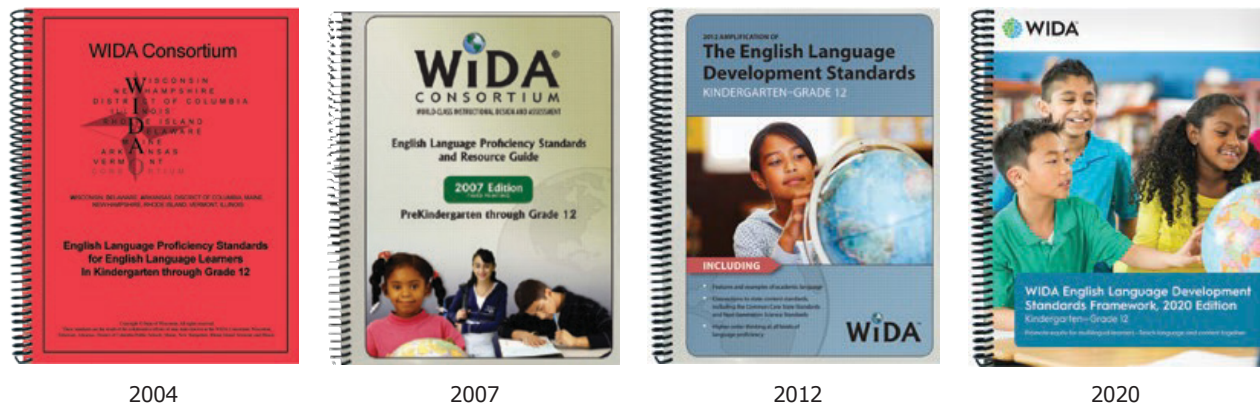
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short text that conveys intended purpose using predictable organization (paragraph openers: <i>First..., Finally, In November, Plant cells have...</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	Elaborate or condense ideas through...					
	some types of elaboration (demonstratives: <i>these five rules</i>)	an expanding number of types of elaboration (adding classifiers: <i>Roman empire</i>)	a variety of types of elaboration (adding in embedded clauses after the noun: <i>ancient kingdoms which were buried by ash</i>)	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences with emerging use of clauses (<i>Bolivia is in South America. It's a home to...</i>)	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions (<i>Bolivia is in South America and it's a home to...</i>)	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas (<i>Democracy was established in the 1980s, yet, leaders...</i>)	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: Although the northern part of...)	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area (Despite the country's suffering...)	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area (Even though Spanish is the official language, several indigenous languages are spoken.)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a growing repertoire of words and phrases with growing precision (<i>mitosis, symbiotic relationships</i>)	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision (<i>miss the boat</i>)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>by exploring cultures, later that day</i>)	a variety of words and phrases, including evaluation and obligation, with precision (<i>we shall overcome</i>)	a wide variety of words and phrases with precision (<i>the dictator ruled with terror</i>) according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases (<i>marveled at the Eiffel Tower</i>) according to the genre, purpose, and discipline

Appendix E: High-Level Comparison of WIDA Standards Editions From 2004 to 2020

Figure E-1: Editions of the WIDA Language Standards



Since its inception in 2003, WIDA’s Can Do Philosophy has been its mantra and has underscored the four editions of English language development standards—released in 2004, 2007, 2012, and 2020. The editions of the standards have evolved over time to remain current with research, theory, policy, practice, and the demands of academic content standards. Even as editions continue to evolve, throughout the years WIDA has remained steadfast in its commitment to equitable educational opportunities for multilingual learners as exemplified in its standards’ documents and resources, and it stands behind the original five standards statements that have anchored all its editions.

Certain universal themes (although represented in slightly different ways) are threaded throughout the four editions of the standards:

- First, WIDA has always envisioned language through a content lens (as is evident in its standards statements) and the importance of intertwining the two constructs as a means of contextualizing learning.
- Second, WIDA has maintained a functional approach to language development (as is evident in its Language Functions), where a purpose has always been attached to meaningful communication.
- Historically, the standards statements have been couched in a larger framework that has included K-12 Performance Definitions that, in 2020, have been converted to grade-level cluster Proficiency Level Descriptors.
- Lastly, WIDA has always complied with federal requirements of the Elementary and Secondary Education Act, for years representing language as four independent language domains—listening, speaking, reading, and writing—and most recently combining and extending the language domains to represent interpretive and expressive modes of communication.

See the next page to compare changes in thinking across the editions of the WIDA language development standards.

Table E-1: Comparison of Editions of the WIDA Language Standards

<i>WIDA Consortium English Language Proficiency Standards, 2004 Edition</i>	<i>The WIDA English Language Proficiency Standards, 2007 Edition</i>	<i>The 2012 Amplification of the WIDA English Language Development Standards</i>	WIDA ELD Standards Framework, 2020 Edition
The WIDA Can-Do Philosophy and the Five ELD Standards Statements	The WIDA Can-Do Philosophy and the Five ELD Standards Statements	The WIDA Can-Do Philosophy and the Five ELD Standards Statements	The WIDA Can-Do Philosophy and the Five ELD Standards Statements
Language Domains: Listening, Speaking, Reading, Writing	Language Domains: Listening, Speaking, Reading, Writing	Language Domains: Listening, Speaking, Reading, Writing	Interpretive (Listening, Reading, Viewing) and Expressive (Speaking, Writing, Representing) Modes of Communication
Language Supports through English Language Proficiency Levels 2-3	Language Supports through Level 4	Language Supports through Level 4	Multimodal communication infused throughout the document
Functional View of Language: Wide range of Language Functions within Model Performance Indicators	Functional View of Language: Wide range of Language Functions within Model Performance Indicators	Functional View of Language: Wide range of Language Functions within Model Performance Indicators	Functional View of Language: Key Language Uses (Narrate, Inform, Explain, Argue), the organizing frame for the standards statements, gain specificity in Language Expectations with supporting Language Functions and Features
K-12 Performance Definitions address three criteria: linguistic complexity; technical language; phonological, syntactic, and semantic understanding and use	PreK-12 Performance Definitions address three criteria: linguistic complexity, language control, vocabulary usage	K-12 Performance Definitions for Receptive and Productive Language address three dimensions—discourse, sentence, and word/phrase—within a sociocultural context	Grade-level Cluster Proficiency Level Descriptors (K, 1, 2-3, 4-5, 6-8, & 9-12) for interpretive and expressive Modes are aligned to the 2012 K-12 Performance Definitions and address three dimensions of language—discourse, sentence, and word/phrase—within a sociocultural context

<p><i>WIDA Consortium English Language Proficiency Standards, 2004 Edition</i></p>	<p><i>The WIDA English Language Proficiency Standards, 2007 Edition</i></p>	<p><i>The 2012 Amplification of the WIDA English Language Development Standards</i></p>	<p>WIDA ELD Standards Framework, 2020 Edition</p>
<p>ELD Standards Statements, Performance Definitions, and Model Performance Indicators as centerpieces for Frameworks for Large-Scale Assessment and Classroom Instruction and Assessment</p>	<p>ELD Standards Statements, Performance Definitions, and Model Performance Indicators as centerpieces for Formative and Summative Frameworks</p>	<p>WIDA Standards Framework: Guiding Principles Exemplifying the WIDA Can Do Philosophy, Developmentally Appropriate Academic Language in Sociocultural Contexts, Performance Definitions, Can Do Descriptors, and Standards & their Matrices</p>	<p>WIDA Standards Framework: ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors</p>
<p>Content topics in Model Performance Indicators with additional topics addressed through transformations</p>	<p>Content topics in Model Performance Indicators with additional topics addressed through transformations</p>	<p>Content Connections to Academic Content Standards along with content topics in strands of Model Performance Indicators</p>	<p>Concepts derived from Academic Content Standards and Disciplinary Practices tied to Language Expectations</p>

Appendix F: Theoretical Foundations of the WIDA ELD Standards Framework, 2020 Edition

In the years since the 2012 Amplification of the WIDA English Language Development (ELD) Standards, the U.S. educational terrain has changed substantively. A decade has passed since the adoption of new state academic content standards, providing educators with time to build familiarity with the performance expectations, disciplinary shifts, and 21st century skills described within these standards. Policy has shifted as well, as states strive to meet requirements under the latest iteration of the Elementary and Secondary School Act, the *Every Student Succeeds Act* (ESSA) of 2015.

Even as general educators' familiarity with academic content standards increases, many still express a strong need for explicit, practical guidance on how to best support multilingual learners' access to grade-level academic content standards. Yet, without increased access to such guidance and related supports, there remains a risk that multilingual learners' opportunities to develop language and literacy resources for a range of purposes, audiences, and disciplinary situations may be limited rather than fostered (Understanding Language Initiative, 2012; Walqui & Bunch, 2020). WIDA seeks to broaden the reach of its guidance by creating ELD standards that are accessible, not only to language specialists, but also to content specialists.

To provide clear guidance to diverse stakeholders in a changing educational landscape, WIDA has used the 2020 Edition as an opportunity to clarify and renew the theoretical foundations of the WIDA ELD Standards Framework. The 2020 Edition leverages a functional theoretical approach to language development, more specifically to a variant of genre theory popularized for use in K-12 schools (e.g., Brisk, 2014; Derewianka & Jones, 2016; Gibbons, 2015; Humphrey et al., 2012; Schleppegrell, 2004). In particular, by electing to organize the 2020 Edition around the high-leverage genre families most prominent in content area standards (de Oliveira et al., 2020), WIDA is prompting K-12 educators to attend to language development in a clear and systematic way during content learning, as well as to prioritize language as a meaning-making resource, as opposed to a static inventory of rules and structures. The 2020 Edition provides educators with resources to explicitly teach language in a way that enhances learning in disciplinary contexts.

The following two sections of this document provide the following:

- I. An overview of theoretical framing that permeates the Big Ideas in the 2020 Edition of the WIDA ELD Standards Framework
- II. Theories and research that informed the development of each of the four components in the WIDA ELD Standards Framework

I. Big Ideas that Permeate the 2020 Edition of the WIDA ELD Standards Framework

The theoretical underpinnings of WIDA English Language Development Standards Framework, 2020 Edition, remain connected to four Big Ideas that have propelled WIDA forward since its inaugural edition of the ELD Standards in 2004.

Figure F-1: Four Big Ideas in WIDA ELD Standards Framework, 2020 Edition



The four Big Ideas anchor the standards framework and are interwoven throughout the document.

Equitable Opportunity and Access

For more than a decade, concerns about student achievement have focused attention on the need to improve student opportunity to learn (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014). Researchers have worked to expand general education opportunity-to-learn models to include linguistic and cultural dimensions impacting multilingual learners. A well-received series of studies (summarized in Aguirre-Muñoz & Ambiasca, 2010) challenged the conventional wisdom that language education should focus on making content comprehensible (e.g., Krashen & Terrell, 1983) by finding that explicit instruction of language has a stronger, positive impact on multilingual learner academic performance and improving equitable access to grade-level curriculum, instruction, and assessment.

Explicit language instruction has a stronger positive impact on enhancing equitable access and the academic performance of multilingual learners than simply focusing on making content comprehensible.

Another significant shift promoted in the 2020 Edition is an acknowledgement of the importance of *effective* language use by students across a variety of contexts, rather than a more conventional definition of language proficiency that focuses on student accuracy to match an idealized, yet static form of English (Pennycook, 2010). While correctness and accuracy are not irrelevant, sole focus on these in the classroom can ultimately exclude students from being effective language users. A focus on *effective* language use ensures that variability of language production is accepted and built upon.

An expanded view of language development in academic settings is designed to foster classroom engagement of multilingual learners by supporting the use of initially “imperfect” English, for example, as they participate in knowledge co-construction during classroom discussions (Canagarajah, 1999; MacDonald et al., 2014). It is an important step in overcoming the tendency to perceive multilingual learners as if they were failed native speakers (Kibler & Valdés, 2016) or to view multilingual learners’ cultural differences as deficits, devaluing the “funds of knowledge” found in individual, home, and community strengths and resources (González et al., 2005). A commitment to an asset-based approach is essential for multilingual learners to flourish in school and beyond (Grant, 2012).

Multilingual learners bring linguistic, cultural, experiential, and social and emotional funds of knowledge (González et al., 2005) which they can access and enact, especially when taught through culturally sustaining pedagogy (Paris, 2012). In the language development literature, what is known as “taking the multilingual turn” encourages educators to view multilinguals not just as *learners of language* in comparison to a monolingual benchmark, but to value multilinguals as language users (Cook, 2003) “who have the ability to select, adapt, negotiate, and use a range of linguistic resources that are appropriate in the context” (Mahboob & Dutcher, 2014, p. 117). Language development and content learning are enhanced when multilingual learners use their full linguistic repertoires, including translanguaging practices (García et al., 2017; Hornberger & Link, 2012; Wei, 2018). The belief in multiple, multilingual competencies and an expanded view of language proficiency are reflected in the choice to update the name of the Key Uses of Academic Language (WIDA, 2016) to *Key Language Uses* in the 2020 Edition.

Accordingly, a foundational assumption within the WIDA ELD Standards Framework is the conceptualization of student academic performance not as purely an individual cognitive event, but as integrated within multiple sociocultural contexts and systems that include social activity, local institutions and communities, and broader ideologies (Douglas Fir Group, 2016). With this in mind, the 2020 Edition seeks to help educators create the conditions that support development of language and literacy while guarding against the inherently limiting view that lack of success in schooling is a problem that originates primarily from within the child (Escamilla, 2015).

A commitment to an asset-based approach is essential for multilingual learners to flourish in school and beyond.

The Big Idea of Equity moves beyond classroom walls to underscore some of the ways in which language is inextricably connected with identity, culture, and race. Multilingual learners use and develop language in school to successfully meet academic content standards, but also to interpret and present different perspectives, build awareness of relationships, and affirm their identities (Cummins, 2001; Esteban-Guitart & Moll, 2014; May, 2014; Nieto, 2010). The Big Idea of Equity encourages educators to leverage multilingual learners’ assets, challenge biases in education (e.g., in terms of language, culture, and race), and develop student independence and agency (Little et al., 2017; Moll et al., 1992; Nieto & Bode, 2018; Perley, 2011).

Integration of Content and Language

The convergence of language development and content learning has been supported in the literature on language education since the 1980s (see Mohan, 1986; Bailey & Butler, 2003; Gottlieb, 2003, among others), yet their integration did not appear in any set of U.S. English language proficiency standards until WIDA's inaugural edition in 2004. As recounted in Gottlieb (2016), WIDA's positioning of its standards has been situated in a long-term evolution of constructs influencing their design: In the 1980s, language teaching began to co-exist with content-based instruction; by the 2000s academic language use became infused in content areas; and today, there is a movement toward unity of language and content. As a result, the language-to-content relationship in ELD standards has grown more coherent and intertwined over the years.

The tighter integration of language and academic content has challenged the traditional separation of language from other semiotic resources (Kress & van Leeuwen, 2001). In positioning the 2020 Edition to spotlight the variety of ways in which disciplinary language is used in content area learning, WIDA is drawing educators' attention to multimodality, the use of multiple means of communication. Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated, and other means (Kress, 2009; Unsworth & Macken-Horarik 2015).

By underscoring the multimodal nature of both language development and content area learning, the 2020 Edition seeks to increase educators' awareness of the multifaceted ways in which multilingual learners communicate and construct meaning.

The 2020 Edition integrates language and multimodal communication, defining text as spoken, written, and multimodal (Choi & Yi, 2016; Jewitt, 2008; van Lier, 2004; Zwiers & Crawford, 2011). Honoring students' use of multimodalities is vitally important for providing them access to their full funds of knowledge and complete range of meaning-making abilities, as use of multimodalities increases the flexibility with which students can interpret and create meaning.

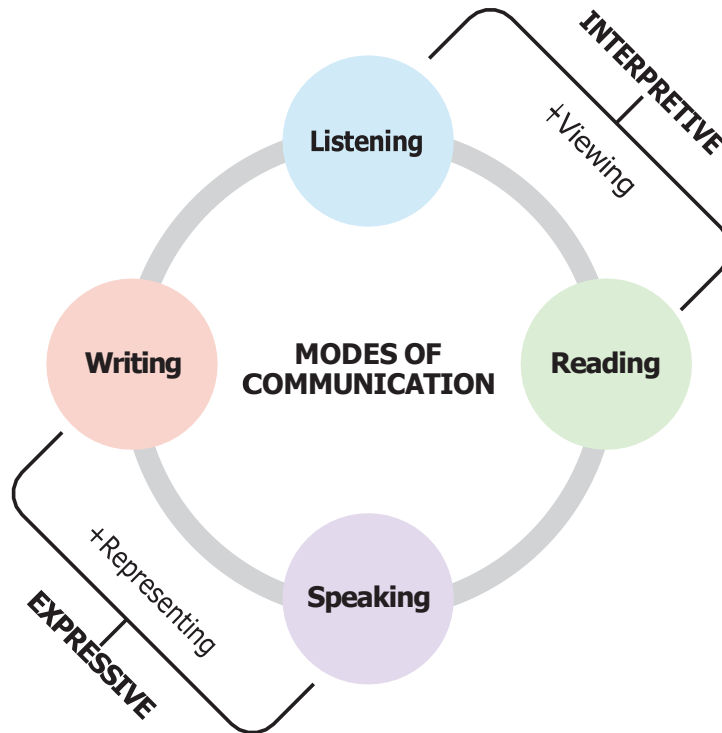
This spotlight on the multimodal nature of both language development and content area learning, and on the multifaceted ways in which multilingual learners communicate and construct meaning creates a natural connection to the principles of Universal Design for Learning, namely multiple means of engagement, representation, and action and expression (CAST, 2015; Meyer & Rose, 2005).

In the 2020 ELD Standards Framework, the Language Expectations and the Proficiency Level Descriptors are organized according to communication modes. A communication mode is defined as "a socially and culturally shaped resource for making meaning" (Bezemer & Kress, 2008, p. 171). Examples of modes include, but are not limited to, images, videos, symbols, charts, tables, graphs, and oral/written language.

In the 2020 Edition, the four traditional domains of listening, reading, speaking, and writing have been consolidated into two more inclusive modes of communication: interpretive and expressive. The updated terms emphasize increased accessibility options for students and emphasize multimodal forms of communication, namely viewing in conjunction with listening and reading, as well as *representing* in

conjunction with speaking and writing (Cope & Kalantzis, 2015; New London Group, 1996). Expanded accessibility options also support the alternative forms of communication used by those multilingual learners with identified disabilities (Shafer Willner & Mokhtari, 2018).

Figure F-2: Communication Modes Used in WIDA 2020 Edition



Collaboration among Stakeholders

Multilingual learners are educated in a variety of settings, each with its own unique populations, communities, resources, and approaches. Regardless of the type of educational setting and programming, a collaborative effort among state, district, school, and classroom levels is critical to providing multilingual learners with coherent, equitable, and high-quality learning experiences.

Language development occurs in tandem with content area learning and plays an important role in academic achievement (Boals et al., 2015; Bailey, 2013). It is crucial for the academic success of multilingual learners that both language specialists and content area teachers see themselves as having a responsibility to foster the language development of multilingual learners, and for educational systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development (Valdés et al., 2014).

Teacher collaboration has been linked to improved learning outcomes and engagement, particularly for multilingual students.

Teacher collaboration has been linked to improved learning outcomes and engagement, particularly for multilingual students (Greenberg Motamedi et al., 2019). Collaborative work within trusting environments offers a foundation for inquiry and reflection into educators' own practices, thus providing a base that supports educators in taking risks and addressing challenges in their own practice (Darling-Hammond et al., 2017). As content and language teachers work together to plan and deliver standards-based instruction, they support one another, share unique fields of expertise, and take collective responsibility for the success of multilingual learners (Honigsfeld & Dove, 2011).

A Functional Approach to Language Development

The 2020 Edition renews and deepens WIDA's dedication to functional approaches to language development, informed by systemic functional linguistics (SFL) (e.g., Halliday & Matthiessen, 2004). In this theoretical tradition, language is defined as a resource for making meaning rather than as a set of rules for ordering isolated grammatical structures. Language offers a dynamic set of tools that can be used in the service of learning disciplinary concepts and practices (Schleppegrell, 2013). This theoretical perspective assumes that we use language for particular purposes, with particular audiences, and in particular sociocultural contexts. As such, the functional approach portrays language as a system of choices—influenced by the context of culture and situation (Halliday & Matthiessen, 2004).

Language development occurs as learners expand their meaning-making repertoires to develop control over increasing ranges of the registers and genres required both for school and for the learner's own purposes.

Particularly relevant to language development and disciplinary learning is the SFL approach to genre, or genre theory, which affords explicit and systematic explanation of the ways people use language *for social purposes* (Martin & Rose, 2007; Hyland, 2007). In other words, a genre can refer to a culturally situated, goal-oriented activity that uses recurrent patterns of language—such as ordering coffee, reading an editorial opinion in a newspaper, or instructing someone how to do or make something such as your favorite dish. Individual genres can be organized into broader genre families that use similar, broad patterns—such as narrating, informing, explaining, arguing and other groupings (Rose & Martin, 2012). As Mohan (1989) explains, "A genre is defined by its stages or schematic structures; it is defined on sequential patterns of discourse" (p. 102). What's most important is that genres are constantly evolving and shaped by the cultural practices of various communities, in and outside of school. Genres, therefore, are "not straightjackets, rather, they are flexible tools a writer uses to make meaning" (Martin & Rothery, 1981, p. 47).

When taking a functional approach, language development becomes more than a linear process of increasingly accurate structures, but an expansion of what multilingual learners can do with language in a diversity of contexts that expand through the years of schooling (Christie & Derewianka, 2008). In other words, language development occurs as learners expand their meaning-making repertoires in order to develop control over increasing ranges of the registers and genres required both for school and for the learner’s own purposes (Hammond & Gibbons, 2005).

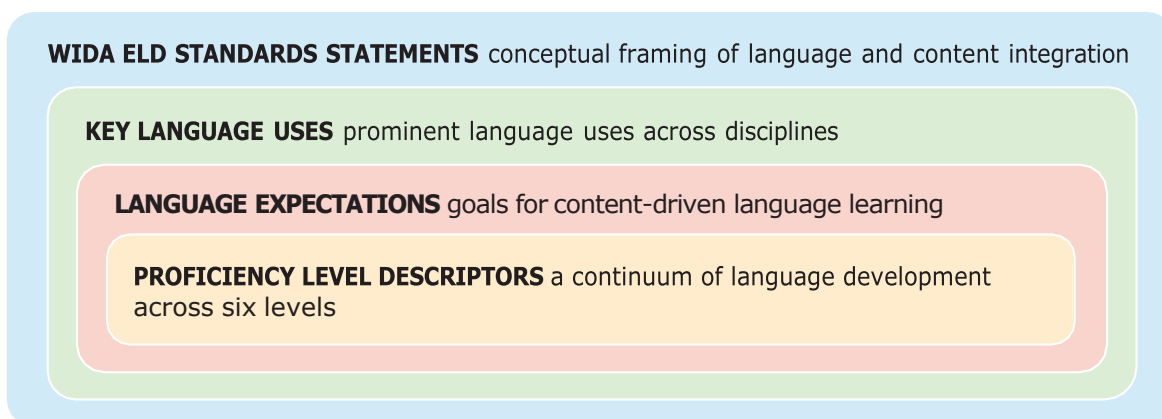
Building on the theoretical framing of the Big Ideas, the next section of this appendix details additional theoretical bases and applications for the design of the WIDA ELD Standards Framework, 2020 Edition.

II. Theoretical Underpinnings of the Four Components in the WIDA ELD Standards Framework, 2020 Edition

The Big Ideas discussed in the previous section are infused across the four components of the WIDA ELD Standards Framework:

- ELD Standards Statements
- Key Language Uses
- Language Expectations
- Proficiency Level Descriptors

Figure F-3: The WIDA ELD Standards Framework, 2020 Edition



ELD Standards Statements

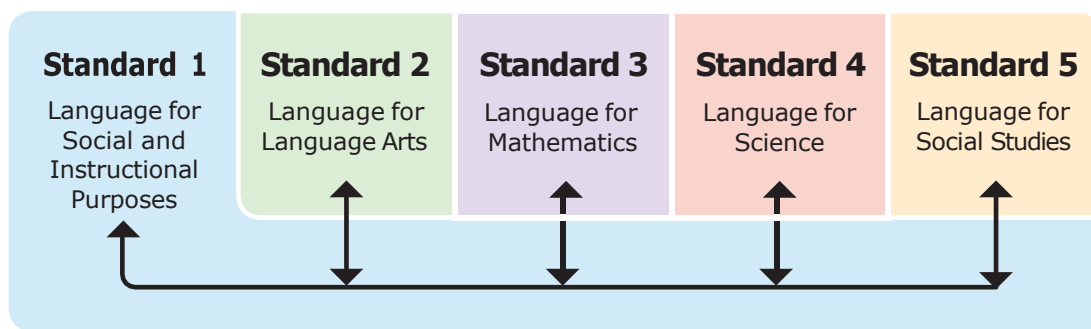
As noted previously, since 2004, the five original WIDA ELD Standard statements have emphasized the importance of providing multilingual learners with opportunities to understand how language works in the context of content area instruction (Bailey & Butler, 2003; Fang & Schleppegrell, 2008; Gottlieb, 2003; Mohan, 1986; Mohan et al., 2001; Scarcella, 2003; Schleppegrell, 2004). In the 2020 Edition, the abbreviations of the five standard statements have been shortened to emphasize the message that language is used for learning (Schleppegrell, 2013) and as a tool for deepening student engagement in disciplinary learning (Valdés et al., 2014).

Table F-1: Updated Abbreviations for the WIDA ELD Standards, 2020 Edition

WIDA English Language Development Standards Statements	Abbreviations
<p>Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>	<p>ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)</p>
<p>Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</p>	<p>ELD Standard 2: Language for Language Arts (ELD-LA)</p>
<p>Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics</p>	<p>ELD Standard 3: Language for Mathematics (ELD-MA)</p>
<p>Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science</p>	<p>ELD Standard 4: Language for Science (ELD-SC)</p>
<p>Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</p>	<p>ELD Standard 5: Language for Social Studies (ELD-SS)</p>

In the 2020 Edition, ELD Standard 1 (Language for Social and Instructional Purposes) has been purposefully repositioned to emphasize the message that it applies across a range of educational settings and is embedded throughout the four other ELD standards (Language for Language Arts, Mathematics, Science, and Social Studies). This repositioning moves beyond the binary view of social language as a precursor to academic language – introduced forty years ago using the configuration of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1981); since then, Cummins’ work has moved beyond the BICS/CALP dichotomy (e.g., Cummins et al., 2015). In the 2020 edition, students’ everyday language is viewed as a legitimate component of academic language development (May, 2014) and part of the system of choices students make in order to most effectively meet activity purpose and other contextual variables (e.g., Derewianka & Jones, 2016; Halliday & Matthiessen, 2004)

Figure F-4: Relationship among the WIDA ELD Standards



The emphases in Standard 1 have heightened attention to the notion that language, social-emotional, and cognitive development are interrelated processes that contribute to students' success in school and beyond (Aldana & Mayer, 2014; Barac & Bialystok, 2012; Gándara, 2015; Sánchez-López & Young, 2018). As students make their thinking visible (Ritchhart & Church, 2020), they communicate to learn, to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

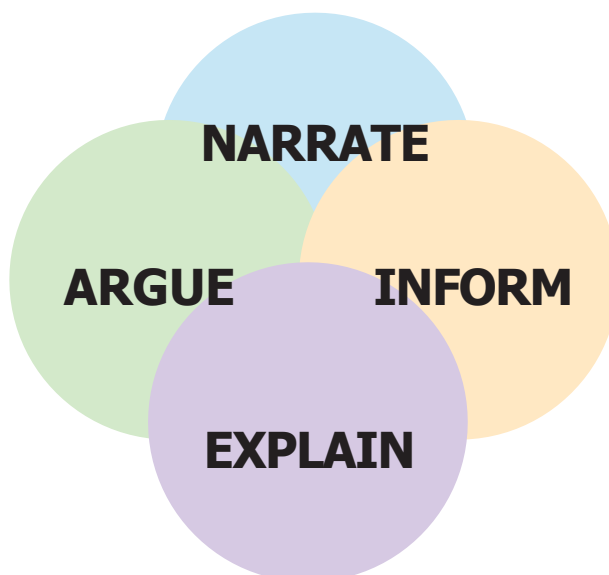
The five WIDA ELD standards are shaped by the following definitions:

- **Language:** a dynamic system used by particular communities for communicating with others. The choices we make with language enable us to accomplish many purposes, such as representing experiences, sharing ideas, enacting roles and relationships, and acting upon the world (e.g., Derewianka & Jones, 2016; Halliday & Matthiessen, 2004).
- **Language development:** an interactive social process that occurs over time to expand what we can do with language (e.g., Christie & Derewianka, 2008; Hammond & Gibbons, 2005).
- **Sociocultural context:** the association of language with the culture and community in which it is used. In schools, it refers to the interaction among students and the classroom environment, along with the influences that dynamically shape the environment, including purpose, topic, situation, participant's identities and social roles, and audience (e.g., Atkinson, 2011; Douglas Fir Group, 2016; Martin & Rose, 2007; Mohan, 1989). Other interrelated factors include social, emotional, motivational, cognitive, developmental, biological, and temporal contexts in which learning occurs (National Academies of Sciences, Engineering, and Medicine, 2018).
- **Learning:** The activation of developmental processes through interaction, collaboration, and negotiation with knowledgeable others and peers as part of activities embedded in contexts (Lantolf & Pavlenko, 1995; Leont'ev, 1978; Vygotsky, 1978).

In order to provide equitable access and opportunity for all students to learn and participate fully in standards-based, grade-level mainstream curriculum, educators should scaffold learning for multilingual learners across all levels of language proficiency (Hammond & Gibbons, 2005). Legally, all multilingual learners are entitled access to curriculum, instruction, and assessment (U.S. Department of Justice & U.S. Department of Education, 2015). An inherent part of sociocultural learning theories, scaffolding refers to an interactionally driven, contingent, and collaborative process of supporting student development of new skills, concepts, practices, and understandings to build student autonomy by providing the kind of support that will trigger student agency (Hammond & Gibbons, 2005; Vygotsky, 1978).

Key Language Uses

Figure F-5: Key Language Uses



In the 2020 Edition, WIDA organizes the ELD Standards Framework through Key Language Uses—Narrate, Inform, Explain, Argue—prominent genre families selected through a systematic analysis of academic content standards, disciplinary practices, and the literature. This re-orientation of the Key Language Uses aligns with de Oliveira et al.’s multi-year analyses of genre expectations found in state content standards for English language arts, mathematics, social studies, and science (reported in de Oliveira et al., 2020).

De Oliveira’s analysis describes the development of key genres including narrating, informing, explaining, and arguing, using theoretical alignment with the Sydney School architecture found in Systemic Functional Linguistics and, more specifically, genre theory (Derewianka & Jones, 2016; Halliday & Matthiessen, 2004; Martin, 1985; Rothery, 1989). The American renditions of the Sydney School architecture were introduced in the United States by Schleppegrell (2001, 2004, 2007 2013) and have been further developed by a growing range of researchers (e.g., Brisk, 2014; Gebhard, 2019).

The integration of genre theory into the Key Language Uses organizes them into genre families and more clearly foregrounds *purpose for language* use as a key variable among contextual factors that influence language choices and bring to the forefront students’ authentic needs to accomplish various social and instructional purposes (Standard 1) and academic purposes (Standards 2-5).

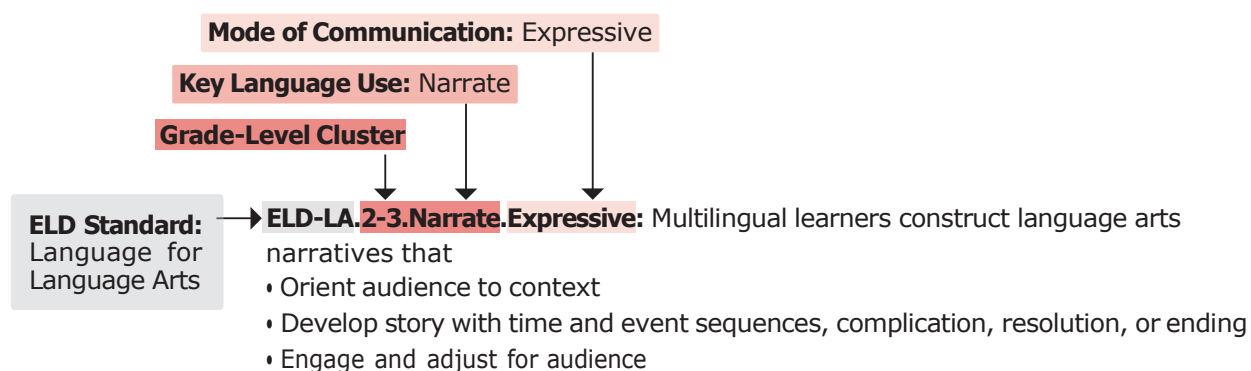
The integration of genre theory into the Key Language Uses organizes them into genre families and more clearly foregrounds *purpose for language* use as a key variable among contextual factors that influence language choices and bring to the forefront students’ authentic needs to accomplish various social and instructional purposes (Standard 1) and academic purposes (Standards 2-5).

WIDA recognizes that Key Language Uses are one of many different configurations for connecting content to language through standards. The emphasis placed on these four Key Language Uses is not intended to restrict curriculum and instruction; rather it accentuates the most prominent genre families that emerged out of WIDA’s analysis as an organizing principle for the ELD Standards 2020 Edition.

Language Expectations

Developed from a systematic analysis of academic content standards, Language Expectations define specific contexts for language development and illustrate how language and content work together at each grade-level cluster. As illustrated in Figure F-6, each Language Expectation has a reference code that includes the WIDA ELD standard statement (incorporating an academic content area), grade-level cluster, Key Language Use, and communication mode.

Figure F-6: Elements within WIDA Language Expectations



The Language Expectations make visible the genres that are valued by particular communities, such as identifying differences in what counts as evidence in social studies (i.e., primary versus secondary sources) versus science (i.e., data). (See, for example, Fang & Schleppegrell, 2008; Gebhard, 2019; de Oliveira et al, 2019). In doing so, the design of Language Expectations responds to calls to address the interplay between content and language, showing how the most prominent Key Language Uses are realized within disciplinary contexts (e.g., Gebhard, 2019; Lee, 2018).

The Language Expectations also support equitable access for multilingual learners by making visible common patterns of language use in academic contexts that can be learned through explicit instruction (Aguirre-Muñoz & Amabisca, 2010; Rothery, 1989; Rose & Martin, 2012). Thus, concomitant with the 2020 Edition’s emphasis on high expectations, engaged learning, and improved opportunity to learn for all multilingual learners, Language Expectations provide goals (for example, in curricular units of learning) for multilingual learners at all levels of language proficiency.

Language Expectations provide goals for multilingual learners at all levels of language proficiency.

In other words, while the 2012 Edition Model Performance Indicators embedded different language expectations for multilingual learners at each proficiency level, the 2020 Edition ELD Standards Framework is designed to separate grade-level cluster Language Expectations from individual performance measures found in the Proficiency Level Descriptors. All multilingual learners should be offered access to the same high expectations for content-driven language development.

The relationship between Language Expectations and Proficiency Level Descriptors

Language Expectations offer goals for how all students might use language to meet academic content standards.

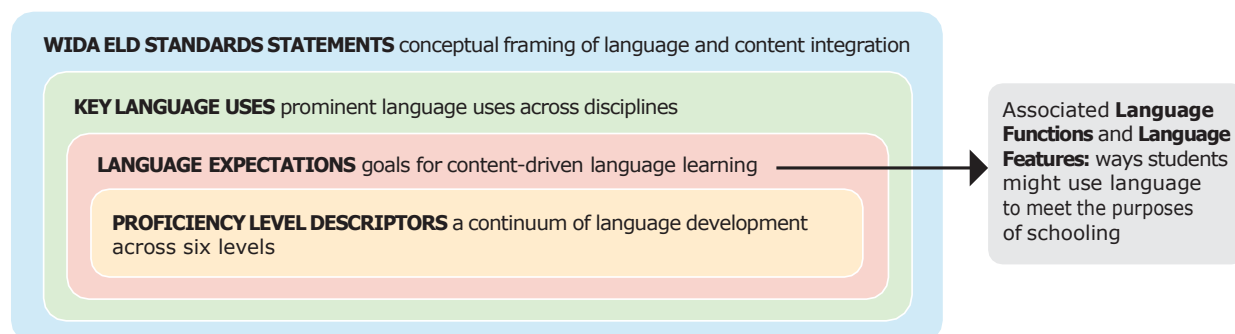
Proficiency Level Descriptors describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations.

Language Functions and Language Features

The interpretive and expressive Language Expectations contain closely associated sets of Language Functions and Features that have been selected to meet the purposes of schooling—for example, in the process of learning scientific argumentation, explaining phenomena, constructing fictional narratives, or informing their peers of their newly gained knowledge. The **Language Functions** showcase common language patterns students might use to meet grade-level cluster language expectations as derived from academic content standards. The associated **Language Features** are examples of language resources students may need to carry out particular functions.

Together, Language Functions and Features form a dynamic and illustrative set exemplifying the functional nature of language and language development (e.g., Derewianka, 1990, 2013; Derewianka & Jones, 2016; Fang & Schleppegrell, 2008; Humphrey et al., 2012; Rose & Martin 2012).

Figure F-7: WIDA ELD Standards Framework: Relationship between Language Expectations, Language Functions, and Language Features



The illustrative sets of Language Functions and Features offer a concrete way to shift to a focus on language forms as part of *functional language* use connected with and in service of learning. In doing so, choices around language use are situated in dynamic local versions that depend on local purposes and contexts (Pennycook, 2010).

As student language proficiency increases, their language repertoires become more responsive to the setting of the communicative event—that is, the student’s ability to select, adapt, negotiate, and use a range of linguistic resources and meaning in different contexts (Mahboob & Dutcher, 2014). The Proficiency Level Descriptors, described next, provide a tool for use with summative assessment activities to gather evidence of multilingual learners’ expanding linguistic repertoires; yet, depending on the situation, other tools may be just as or more appropriate for other purposes.

Proficiency Level Descriptors

Grounded in language development theory, the Proficiency Level Descriptors (PLDs) provide trajectories with typical language development targets (e.g., Bailey & Heritage, 2014; Cook & MacDonald, 2014) across five levels of English language proficiency, until proficiency level 6. PL6 is open ended: it indicates that for all of us, language development continues throughout life.

The 2020 PLDs maintain consistency with WIDA’s 2012 K-12 Performance Definitions but are expanded from *a single K-12 continuum into six grade-level cluster continua*. In this way, PLDs create equivalent, yet more explicit, descriptions of the 2012 Performance Definitions. PLDs have been cross-referenced to the WIDA Interpretive Rubrics for Speaking and Writing; to a range of measurement tools and scales used with WIDA ACCESS for ELLs (the summative English language proficiency assessment offered by WIDA); to the *Common EL Definition Project Reference Proficiency Level Descriptors* (Linguanti, Cook, Bailey, & MacDonald, 2016); and to the Language descriptors in the Common European Framework (CEFR) (North, Piccardo, & Goodier, 2018).

For the purposes of representation and understanding, PLDs describe proficiency in a linear way. However, language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Therefore, multilingual learners may take various paths to develop and reach Language Expectations.

The PLDs are designed to be used in coordination with language goals described in the Language Expectations. They take a multi-dimensional view of language (Degand & Simon, 2008), and continue to be written according to the discourse, sentence, and word/phrase dimensions. Discourse focuses attention on how a text is a unit of meaning and not a string of disparate sentences (de Oliveira & Schleppegrell, 2015; Fang 2011, 2020; Gebhard 2019; Halliday & Matthiessen, 2004; Humphrey et al. 2012). Choices language users make at the sentence (Derewianka 2013; Humphrey et al., 2012) and word/phrase dimensions (Gibbons, 2015; Derewianka & Jones, 2016) contribute to how meaning is created at the discourse dimension (Martin & Rose, 2007). Language choices in all three dimensions contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).

Table F-2: The Dimensions of Language: A Short Reference

Dimension	Criteria	Focus on . . .
Discourse	Organization of language	How ideas are coherently organized to meet a purpose through organizational patterns characteristic of the genre
	Cohesion of language	How language connects ideas within and across sentences and discourse using a range of cohesive devices
	Density of language	How information in noun groups is expanded or consolidated
Sentence	Grammatical complexity of language	How relationships are expressed with clauses through simple, compound, and complex sentences
Word/Phrase	Precision of language	How everyday, cross-disciplinary, and technical language more effectively conveys precise meaning.

Using this theoretical perspective, the PLDs frame language as a system of interlocking choices (Halliday & Matthiessen, 2004). The descriptors examine how students’ linguistic repertoires expand and become increasingly precise as they move from concrete, shared contexts (situation-embedded, more spoken-like communication) to increasing abstract, distant contexts (more written-like, literate communication) (Gibbons, 2015). The lead-in sentence for PLDs in each grade-level cluster point to multilingual learners’ performance when scaffolded appropriately.

Proficiency Level Descriptors take a multidimensional view of languages as an interlocking set of choices. They continue to be written according to the Discourse, Sentence, and Word/Phrase dimensions.

Summary

The WIDA ELD Standards, 2020 Edition, provides educators with a set of tools that connects language development for multilingual learners with academic content standards, multimodality, scaffolding, student funds of knowledge, and support for effective language use. This document articulates the theoretical foundations of the 2020 Edition and offers research-based rationales to prompt K-12 educators to prioritize language as a meaning-making resource as they attend to language development in systematic, explicit, and sustained ways during content learning. In doing so, the 2020 Edition renews and deepens WIDA’s commitment to equitable opportunity and access, integration of content and language, collaboration among stakeholders, and a functional approach to language development. With these Big Ideas in mind, the 2020 Edition seeks to further galvanize a purposeful shift in national, state, and local educational systems, helping educators create the conditions that support and sustain multilingual learners in developing the language, literacy, disciplinary knowledge, and agency they need to flourish in a variety of contexts in school and beyond.

Suggested Citation

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Appendix G: Select References

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Appendix H: Standards Development Process and Acknowledgements

WIDA would like to extend its appreciation to the many educators who have inspired, supported, and contributed to the development of the 2020 Edition of the English Language Development (ELD) Standards Framework.

Since the WIDA ELD Standards were first published in 2004, they have highlighted the importance of developing student language abilities in five schooling contexts described in the five WIDA Standards Statements. As part of the regular development cycle, the 2004 edition was first revised in 2007 and then further amplified in 2012. With each subsequent revision, the WIDA ELD Standards continue to build on previous editions, incorporate emerging research, and address federal legislation and associated policy trends.

Project Launch (November 2018)

In November of 2018, WIDA launched the development of the 2020 Edition of its ELD Standards. WIDA wishes to extend its appreciation to representatives from all the state, territory, and federal education agencies who contributed thoughtful feedback and guidance throughout the project.

Alabama	Hawaii	Montana	Rhode Island
Alaska	Idaho	Nevada	South Carolina
Bureau of Indian Education	Illinois	New Hampshire	South Dakota
Colorado	Indiana	New Jersey	Tennessee
Delaware	Kentucky	New Mexico	U.S. Virgin Islands
Department of Defense Education Activity	Maine	North Carolina	Utah
District of Columbia	Maryland	North Dakota	Vermont
Florida	Massachusetts	Northern Mariana Islands	Virginia
Georgia	Michigan	Oklahoma	Wisconsin
	Minnesota	Pennsylvania	Wyoming
	Missouri		

Quarterly SEA Review and Feedback (2018-2020)

Meeting quarterly, WIDA standards subcommittee members reviewed, discussed, and suggested next steps on various iterations of conceptual questions and standards prototypes. SEA subcommittee members also discussed issues related to standards adoption and implementation.

WIDA gratefully acknowledges the many contributions made by members of the standards subcommittee.

Table H-1: SEA Standards Subcommittee Members (2018-2020)

2018-2019 Subcommittee Members	2019-2020 Subcommittee Members	2020-2021 Subcommittee Members
Sam Aguirre (IL) Ken Bond (NJ) Julie Chi (MN) Jacqueline Ellis (GA) Fernanda Kray (MA) Audrey Lesondak (WI) Barb Marquer (WY) Sophia Masewicz (NV) Flavia Molea Baker (RI) Adam Pitt (IN) Joann Runion (TN)	Andrew Bennett (ID) Julie Chi (MN) Jessica Costa (VA) Jacqueline Ellis (GA) Cary Knight (DE) Audrey Lesondak (WI) Barb Marquer (WY) Sophia Masewicz (NV) Flavia Molea Baker (RI) Adam Pitt (IN) Rebekah Ottenbreit (CO)	Andrew Bennett (ID) Julie Chi (MN) Jessica Costa (VA) Jacqueline Ellis (GA) Cary Knight (DE) Michele Lee (AL) Barb Marquer (WY) Sophia Masewicz (NV) Rebekah Ottenbreit (CO) Wendy Perron (NH) Adam Pitt (IN) Daniel Ruhl (OK)

Local Educational Agency Advisory Committee (2018-2020)

WIDA also received feedback on standards development issues and prototypes from the WIDA local educational agency (LEA) advisory committee. WIDA appreciates the perspectives provided by local educators serving on this committee.

Table H-2: LEA Advisory Committee Members

2018-2019 LEA Committee Members	2019-2020 LEA Committee Members
Nadra Shami (MI) Skip Cleavinger (KY) Ellen Guettler (MT) Deena Marshall (DC) Barb Hasting (NV) Vicky Saldala (FL) Christine Lay (PA) Claudia Franks (MO)	Barb Hasting (NV) Vicky Saldala (FL) Lorri Kondo (HI) Carolyn Bookmyer (IN) Travy Moncure (ME) Claudia Franks (MO) Christine Lay (PA) Jennifer Cox (TN)

Standards Alignment Panel (August 2019)

Prototype development work continued throughout spring and summer 2019. Along with regular reviews by the members of the WIDA standards subcommittee, in August 2019, WIDA convened a panel of national content and language alignment experts in order to ensure the 2020 Edition of the WIDA ELD Standards would be positioned to meet peer review requirements. Thanks go to the following individuals from the expert alignment panel for their important contributions.

August 2019 Alignment Panel Members

Sara Christopherson, University of Wisconsin-Madison (WCEPS)

Karin Hess, Educational Research in Action

Rebecca Kopriva, University of Wisconsin-Madison (ONPAR)

Steve Sireci, University of Massachusetts Amherst

Art Thacker, HumRRO

Laura Wright, University of Wisconsin-Madison (ONPAR)

Shu Jing Yen, Center for Applied Linguistics

WIDA Conference Teacher Focus Groups (October 2019)

After the August 2019 expert panel meeting, WIDA streamlined and narrowed its prototype down to four components to create what is now known as the 2020 Edition of the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors.

As a check to ensure that the fall 2019 redevelopment work was positioned to meet state, district/LEA, and school-based educator needs, WIDA convened five focus groups at the 2019 WIDA Annual Conference in Providence, Rhode Island. WIDA appreciates the time and insights provided by the following educators.

Table H-3: October 2019 Focus Group Participants, WIDA Annual Conference

Focus Group #1	Focus Group #2	Focus Group #3
District English Language Learner (ELL) Coordinators, ELL/bilingual teachers, Instructional Coach, State Agency Administrator <ul style="list-style-type: none"> • Lourdes Khosrozadeh, FL • Jamie Ingle, NC • Dana Greene, NC • Amy Murphree, AL • Carmen M Oquendo, CO • Mirvat Habhab, MI • LaTonya Davis, SC 	District ELL Coordinators, ELL/bilingual teachers, general education/content teachers <ul style="list-style-type: none"> • Kristina Robertson, MN • Michelle Lindbloom, MT • Dana Gottlieb, MA • M. Maija Talso, NV • Nicole Ponti, NH • Linda Belnap, NV • Elizabeth Eastman, RI • Leah Dobbs Black, AL • Aoife Maria Burke, Brazil • Ruby Yip, MD • Daniel R Yip, MD 	District ELL Coordinators, State Agency Administrators <ul style="list-style-type: none"> • Beth Vande Hey, WI • Maha Abdelkader, MD • Erica Bundy, TN • Susan Walz, NC • Susan Murphy, SC SEA • Richard M. Knox, GA • Tamara Hewlett, MD • Cindy Cox, AL

Focus Group #4	Focus Group #5
<p>Instructional Coaches, ELL & bilingual teachers, Consultants</p> <ul style="list-style-type: none"> • Glenda Harrell, NC • Andrew Rodgers, MI • Becca Gregory, TN • Heather Gilbert, ME • Angie Thomas, SD • Geraki Marie Kossonou, GA • Greg Spoon, AL • Jessica Lodle, NC (national consultant) • Lauren Adams, MA 	<p>Higher Education Faculty</p> <ul style="list-style-type: none"> • Tia Kimball (University of Northern Florida) • Nancy Cloud (Rhode Island College) • Peter Vigil (Metropolitan State, University of Denver) • Christine Leider (Boston University) • Kara Viesca (University of Nebraska-Lincoln) • Sara Niño (Lasell University) • Trish Morita-Mullaney (Purdue University) • Wayne E. Wright (Purdue University) • Nancy Commins (University of Colorado, Denver) • Kristina Soprano (Roger Williams University)

Large-Scale Public Input (November – January 2019)

WIDA published its standards draft for large-scale input in late November 2019. WIDA would like to thank the 1,275 respondents from both U.S. and international locations.

Proficiency Level Descriptor Review Panel (February 2020)

After several months of further development work and to address questions raised in the winter 2019-2020 public input period, WIDA convened a statewide panel of 33 experienced K-12 educators from small, medium, and large divisions [districts] from across Virginia. To ensure WIDA had adequately addressed concerns raised during the public input period, the Virginia Performance Level Descriptors (PLD) panel was asked to review an updated January 2020 version of the interpretive language PLDs to check the developmental accuracy. Moreover, to support consequential validity framing about local uses of the PLDs, panelists were asked to create recommendations on appropriate uses for PLDs.

Educators and Advisors

Sonia Arellano
Amanda Davis
Mariela Dekraker
Sarah Eqab
Kathleen Fay
Jane Flegal
Marnie Garnier
Jennifer Gray
Claudia Goyzueta
Lauren Herr

Julie Kimble
Rachel Lanier
Brianna Massingale
Sylvia McPeters
Erica Meadows
Katharine Padilla
Anh-Tu Phillips
Valerie Pinkney
Vanessa Sekinger
Mike Staroscik

Lisa Stosch
Suzanne Szigeti
Ilene Teixeira
Jessica Tipling
Darina Walsh
Mandy Walter
Suzanne Whaley
K. Nicola Williams
Jason Wright
Hector Yanez

Researcher/Teacher Educator Panel (April 2020)

With development work on the 2020 Edition nearing fruition, in April 2020, WIDA convened two virtual panels of nationally recognized institutes of higher education (IHE) experts for the following purposes:

1. To obtain feedback on the quality, relevance, and usefulness of the proposed 2020 Edition to IHE teacher educators and researchers of K-12 content and language teachers and
2. To cross-check the degree to which the 2020 Edition met criteria outlined by internal WIDA stakeholders, SEA stakeholders, and a previous expert panel on alignment issues.

WIDA appreciates the time and insights shared by panel members.

Table H-4: Researcher/Teacher Advisory Panel (April 2020)

April 7th Panel	April 9th Panel
<ul style="list-style-type: none"> • Kathryn Accurso (University of British Columbia) • Luciana de Oliveira (University of Miami) • Meg Gebhard (University of Massachusetts, Amherst) • Lorena Llosa (New York University) • Chris Rivera (East Carolina University) • Russell Swinburne Romine (University of Kansas) • Patricia Velasco (Queens College) 	<ul style="list-style-type: none"> • Zenaida Aguirre-Muñoz (University of Houston) • Zihui Fang (University of Florida) • Okhee Lee (New York University) • Chris Leider (Boston University) • Trish Morita-Mullaney (Purdue University) • Kathy Swan (University of Kentucky) • Wayne Wright (Purdue University) • Jeff Zwiers (Stanford University)

Panel Survey Respondents
Margaret Hawkins (University of Wisconsin-Madison) Claudia Rinaldi (Lasell University)

Educator Review Panel (June 2020)

In June of 2020, WIDA gathered input from practitioners via surveys and virtual panels regarding the following:

- How educators envisioned using the 2020 Edition of the WIDA ELD standards to plan instruction and develop curriculum
- Resources, materials, etc. that could be helpful to educators as they begin implementing the 2020 edition.

WIDA appreciates the time and insights provided by the following educators:

Table H-5: Domestic and International Educators

Domestic U.S. Educators	International Educators	WIDA Fellows
<p>Patricia Aube Allison Audet Alyssa Baumgarten Tara Beardsley Jasanne Blanchard Emily Blitz Sam Blomberg Martha Boiselle Kristen Bolek Jan Buckwalter Catherine Carney Maria Coello Biarnes Judy Da Costa Hannah DeSouza Rodrigues Mike Gary Moirra Greenson Rebecca Grunko Melissa Keh Kerry Lamprey Rachel Leslie Paula Merchant Tricia Mintner Paulina Mitropolous Moustafa Mouhieeddine Janelle Nisly Beth O'Connor Cheryl Oliver Jen Quinlan Molly Ross Gloria Salazar Krista Smith Ivone Spencer Ann Tinker-Jackson Erika Tran Serena Tyra Irma Valerious John Willett Jessie Williams Gina Yarmel</p>	<p>Averi Abraham Victoria Astle Gina Ballesteros Naomi Barbour Rena Brown Jamie Cardwell Codie Chaudoin Kathy Cromartie Kim Curria Harsha Daryanani Siobhan Dean Maja Flom Kim Guiry Alexandra Gustad Alina Guzganu Mats Haaland Holly Hitchcock Tan Huynh Shefali Jhaveri Gavin Latham Jennifer Mayorga Kate Murphy Anne Neill Sue Nilsson Juana Nolasco Cedillo Sylvie Pauze John Roche Sarah Sahr Denise Serna Shafali Shafali Trinindita Shalihat Kristin Simmers Ryan Sova Lynne Stallings Katie Tenenbaum Paul Thompson Anca Toma Cristina Vallejo Christine Vithayathil Chelsea Wilson Art Wong</p>	<p>Sonya Bertini Ceci Estes Demetrica May Cassandra Meyer Catriona Moore Nicole Ponti Denise Torres</p>

Other Contributors

Thanks to the following researchers and educators who contributed in other ways to the development of this project, including through additional reviews and submissions of language samples.

Katherine Accurso
Allison Audet
Paige Besser
Rachel Ellis
Elizabeth Folberg
Meg Gebhard

Holly Graham
Cory Hayden
Robert Measel
Stephanie Purrington
Rachel Ravelli
Alicia Serafin

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Michele Kawood

Justin Kelly
Dorry Kenyon
Samantha Musser
Shu Jing Yen

WIDA Staff Contributions

The 2020 Edition was made possible through the efforts of the following WIDA staff members:

Table H-6: WIDA Standards Development Team

Original Development Team (Beginning November 2018)	New Members to Expanded Standards Development Team	Project Sponsor and Management Staff
<p>Andrea Cammilleri Content Lead (through May 2020), State Relations, Communications, Marketing</p> <p>Margo Gottlieb Overall Design and Vision, Content Developer, Conceptual Overviews</p> <p>Lynn Shafer Willner Proficiency Level Descriptors, Alignment Architecture, Correspondences, Language Expectations Developer</p>	<p>Fernanda Kray Content Lead, Standards Subcommittee Content Lead, State Relations, Communications, Marketing</p> <p>Cynthia Lundgren Key Language Uses, Language Features Developer</p> <p>Elizabeth Warren Content Reviewer, Standards Subcommittee State Relations Lead</p> <p>Ruslana Westerlund Key Language Uses, Language Functions and Features Developer</p>	<p>Elizabeth Cranley Project Sponsor</p> <p>Annemarie Banas Project Coordinator</p> <p>John Cusimano Project Manager (through July 2019)</p> <p>Brandon Gingher Project Manager (beginning July 2019)</p>

Consultants	Editing and Graphic Design	Marketing
<p>Sharon Besser Annotated Language Samples, Language Functions, Language Features</p> <p>Luciana de Oliveira Glossary, Language Features</p> <p>Elizabet Sena Sample Unit Development</p>	<p>Rebecca Holmes Editor</p> <p>Janet Trembley Graphic Design</p>	<p>Katie Rozas Fahrenkrug Integrated Marketing Communications Lead</p> <p>Selena Franklin Lynne Kroll Educator Research and Insights</p>

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WIDA Leadership

Tim Boals
Heather Buettner
Mariana Castro
Mark Chapman

Gary Cook
Elizabeth Cranley
Jonathan Gibson
Dan Machmeier

Ngoc-Diep Nguyen
Merideth Trahan
Amber Wilke Fournier

WIDA Staff Contributors

Jennifer Aleckson
Matt Amati
Karen Bach
Kei Bishop
Hannah Rose Brandt
Aaron Burreson
Laurene Christensen
Miguel Colón Ortiz
Jessica Costa
Jen Daniels
Troy Dassler
Heather Elliot
Dale Erlandson

Leslie Grimm
Lori Hanna
Jenny Hill-Wild
Leslie Huff
Andrew Kahn
Amy King
Justine Kolb
Rita MacDonald
David MacGregor
Lorena Mancilla
Rachel Maske
James Mitchell
Daniella Molle

Virginia Morales
Edith Nava
Christina Nelson
Jon Nordmeyer
Stephen O'Connell
Melissa Paton
Maureen Purcell
Fatima Rivera
Courtney Skare
Amanda Spalter
Sonia Upton
Kimberly Varnell
Jennifer Wilfrid

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Gallatin Gateway School Emergency Management Plan



August 2023, Revision 2024

Signatory Page

This Gallatin Gateway School Emergency Management Plan has been completed and approved through the collaboration of efforts in the community. The undersigned formally recognize and adopt the school EMP and thereby grant both the authority and responsibility to school officials to perform their tasks before, during, and after an incident.

Printed Name:

Superintendent of Schools

Printed Name:

Chair, School Board of Trustees

Printed Name:

Gallatin Gateway Fire Chief

Printed Name:

School Resource Officer

Approval and Implementation

This school EMP, which supersedes all other plans, has been written through a collaborative process to provide for the safety and security of students, staff, faculty, visitors, and other community stakeholders while in or using the Gallatin Gateway School.

The Gallatin Gateway School District #35 acknowledges that despite prevention and mitigation efforts, crises can occur and that this plan, based on best practices, will be used by all school employees to identify their roles, responsibilities, and procedures used during an emergency.

The following individuals are authorized to make changes to the plan **with** approval by the school administrator:

Kelly Henderson, Superintendent
, Administrative Secretary
Brittney Bateman, District Clerk
Mike Coon, Teacher and Technology Coordinator

No individuals are authorized to make modifications to the plan **without** the approval of the school administrator.

The undersigned has reviewed and approved this plan.

Superintendent of Schools

Date

Record of Changes

Change #	Date:	Name:	Summary of Change:

Record of Distribution

Title and Name	Agency	Date	# of copies	Acknowledged receipt, review & acceptance

(Copies of this plan may be made available to parents, community members, and the media without sensitive materials and by public records laws.)

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Basic Plan

Introduction

Purpose Statement

The purpose of the Gallatin Gateway School Emergency Management Plan (hereafter “the GGS EMP”) is to identify and respond to incidents by outlining the responsibilities and duties of Gallatin Gateway School and its employees, students, and families. Developing, maintaining, training, and exercising the plan empowers everyone involved in an incident to act quickly and knowledgeable. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents/guardians and other members of the community with assurances that Gallatin Gateway School has established guidelines and procedures to respond to threats and hazards effectively.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and threat/hazard-specific annexes outline an organized, systematic method to address threats, hazards, and vulnerabilities before, during, and after an incident. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Gallatin Gateway School regularly schedules in-service training for faculty and staff and provides training for students and parents/guardians throughout the school year.

Lastly, developing, maintaining, and exercising the GGS EMP increases Gallatin Gateway School's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

Scope

The GGS EMP outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific threat/hazard vulnerabilities and responses/recovery.

Definitions

Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

Incident: An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, earthquakes, hurricanes, tornadoes, tropical storms, public health and medical emergencies, and other

occurrences requiring an emergency response. The Superintendent or designee shall have the authority to determine when an incident has occurred and to implement the procedures within the GGS EMP.

Threat: A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

Vulnerability: Characteristics of the school that could make it more susceptible to the identified threats and hazards.

School Board Policy Statement

The GGS EMP operates within the framework of the Gallatin Gateway School District #35 School Board policy.

Situation Overview

School Population

Gallatin Gateway School District #35 K-8 current enrollment is approximately 141 students located in one building at 100 Mill Street, Gallatin Gateway, Montana. These students are supported by a committed staff and faculty consisting of:

Administrators	1
Teachers and Specialists	16
Office and Support Staff	2
Instructional Assistants	2
Cafeteria Staff	1
Maintenance and Custodial Staff	1
Other Staff	2

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master schedule is located in the appendix.

Gallatin Gateway School is committed to the safe evacuation and transport of students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with access and functional needs is approximately **0**, however, this number will fluctuate. The school's current number of staff with access and functional

needs is approximately 0, however, this number may also fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names along with their schedules can be found in the appendix. Staff members who have been trained and are assigned to aid during drills, exercises, and incidents are listed in the appendix.

Building Information

The brick building that stands as the cornerstone of the Gallatin Gateway School was built in 1914. Over the last 100-plus years, there have been several additions built around the original school. The current facility consists of one building with multiple entrances. The west portion of the building houses grades 3-8 as well as the administrative offices, health center with a part-time nurse, wiring closet with HVAC facilities, and library. The central portion of the building houses grades K-2 along with additional administrative offices, an art room, a board room, storage, and a cafeteria. The east portion of the building contains the gymnasium, boys' and girl's locker room, as well as music room, and additional storage. There are three parking lots: at the west end, in front of, and behind the building. A sports field and playground are behind the facility. A greenhouse and two sheds are also located behind the Gallatin Gateway School.

A map of the building annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut-offs is included in the appendix. All staff members are required to know these locations as well as how to operate the utility shutoffs.

Threat/Hazard Assessments Summary

Gallatin Gateway School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In 2023, a team consisting of Trustees, administration, staff, community members as well and first responders completed a thorough site assessment to identify any circumstances in the school or near the campus that may present unique problems or potential risks to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential threats/hazards that may impact the site, the staff, and the students. Identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

The table below briefly discusses Gallatin Gateway School's high-priority threats/hazards.
High Priority Hazards

Hazard Type	Description
-------------	-------------

Communicable Disease	The spread of communicable diseases, such as flu and respiratory syncytial virus (RSV) is unpredictable, and seasons vary from year to year depending on many factors.
Intruder on Campus/Active Shooter	Although Gallatin Gateway School has never had an active shooter on campus, like any other school, we are vulnerable.
Bomb Threat	All bomb threats should be taken seriously. Threat assessment is important.
Unexpected Death of a Student/Staff Member	
Suicide of a student or staff member	
Earthquake	Gallatin County, with the intermountain seismic belt running through the middle, is historically prone to earthquakes.
Evacuation due to Fire, Smoke, Gas Leak, etc.	Fire hazard is one of, if not the, most prevalent type of threat/hazard.
Fights and Violence	
Lockdown	
Missing Child or Person	
Shelter in Place	A shelter-in-place can take place for a variety of issues or events. This could be enacted for weather, an accident within the school or outside of the school, and other safety concerns (adult/student behavior, illness).
Severe Weather/Power Outage	Gallatin Gateway and its surrounding areas are vulnerable to severe local storms. The effects are generally loss of utilities but can vary with the intensity of the storm and the level of preparation by Gallatin Gateway School. Winter storms can present hazards such as ice, snow accumulation, and extreme cold.

Resources

The Gallatin Gateway School leadership and planning team realizes the importance of having agreements in advance to access critical resources in case of an incident. Gallatin Gateway School has the following agreements in place:

- Gateway Bible Church as the primary evacuation and reunification site.
- Gallatin Gateway Inn as the secondary evacuation and reunification site.

Planning Assumptions and Limitations

Planning Assumptions

Stating the primary assumptions allows Gallatin Gateway School to deviate from the GGS EMP if certain assumptions prove not to be true during operations. The GGS EMP assumes:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazard Assessments Summary, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and any place. In many cases, dissemination of warnings to the public and implementation of increased readiness measures may be possible; however, some emergencies occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its resources to be self-sustaining for up to 72 hours.
- There may be several injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, the school needs to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Actions taken before an incident, such as creating a positive school environment and conducting fire inspections, will stop or reduce incident-related losses.
- Maintaining the GGS EMP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing aid and support to incident management efforts.

Limitations

It is the policy of Gallatin Gateway School that no guarantee is implied by this plan of a perfect incident management system. Because personnel and resources may be overwhelmed, Gallatin Gateway School can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

Concept of Operations

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents.

Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly before, during, and after an incident, regardless of cause, size, location, or complexity, to protect and mitigate the impact on life or property. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

Gallatin Gateway School recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, responders, and emergency managers.

Gallatin Gateway School and Gallatin Gateway School District #35 work with local government agencies to remain NIMS compliant. NIMS compliance for schools and school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS 100SCa training. ICS 100SCa, An Introduction to ICS for Schools is recommended for all persons with a responsibility in a school EMP or designated in a school incident command structure. ICS 100SCa is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- IS 362 Multi-Hazard Emergency Planning for Schools should be taken by those school personnel responsible for developing a Safe School, Readiness, and Incident Management Plan. This course is also available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EMP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and threat/hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Gallatin Gateway School may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management.

The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used before, during, and after an incident.]

The Incident Commander at Gallatin Gateway School will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. Should the Incident Commander be absent or incapacitated, the next person (s) in line in the Chain of Command shall assume responsibility. Once the Sheriff Department/ Fire Department arrives on the scene, the Sheriff Department/Fire Department will be in command.

Chain of Command:

1. Superintendent/Principal
2. Administrative Secretary
3. District Clerk
4. Counselor

C. Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or the command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from school district and local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The Superintendent or his/her designee is responsible for activating the GGS EMP, including common and specialized procedures as well as threat/hazard-specific procedures.

D. Purpose

The primary purpose of actions taken before an emergency is to prevent, protect from, and mitigate the impact on life or property.

The primary purpose of actions taken during an emergency is to respond to the emergency and minimize its impact on life or property; and

The primary purpose of actions taken after an emergency is to recover from its impact on life or property.

Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization
- An overview of who does what

The Superintendent/Principal is not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. If the GGS EMP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Superintendent

The Superintendent may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the Superintendent still retains the ultimate responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the Superintendent to focus on policy-level activities and interfacing with the school district, other agencies, and parents/guardians.

B. Incident Commander

The Incident Commander's responsibilities include:

- Assume the overall direction of all incident management procedures based on actions and procedures outlined in this EMP
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals
- Determine whether to implement incident management protocols (e.g., Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or the fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep officials informed of the situation

C. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols
- Direct students in their charge to inside or outside assembly areas, by signals, warnings, written notifications, or intercom orders according to established incident management procedures
- Give appropriate action commands during an incident
- Take attendance when the class relocates to an outside or inside assembly area or evacuates to another location
- Report missing students to the Incident Commander or designee
- Execute assignments as directed by the Incident Commander or designee
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

D. Instructional Assistants

Responsibilities include assisting teachers as directed.

E. Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists assist with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols
- Direct students in their charge according to established incident management protocols
- Render first aid and Psychological First Aid if necessary. Counselors will be trained in Psychological First Aid.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster
- Execute assignments as directed by the Incident Commander or designee

F. School Nurse

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies

G. Custodian/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or designee
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use, and disbursement of supplies and equipment
- Keep the Incident Commander or designee informed of the condition of the school

H. School Secretary/Office Staff

Responsibilities include:

- Assist in the school site assessments
- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Execute assignments as directed by the Incident Commander or designee
- Monitor radio emergency broadcasts
- Assist with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander or designee

J. Bus Drivers

Responsibilities include:

- Supervise the care of students if a disaster occurs while students are on the bus
- Transfer students to new locations when directed by the Incident Commander or designee
- Transport individuals in need of medical attention.

K. Other Staff (e.g., Substitute Teachers)

Responsibilities include reporting to the Incident Commander or designee if requested or activated

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises and during an incident
- Learn to be responsible for themselves and others in an incident
- Understand the importance of not being a bystander by reporting situations of concern
- Develop an awareness of the high-priority threats and hazards and how to take measures to protect against and mitigate those threats and hazards
- Take an active part in school incident response/recovery activities, as age appropriate

M. Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school
- Participate in volunteer service projects to promote school incident preparedness
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information
- Practice incident management preparedness in the home to reinforce school training and ensure family safety
- Understand their roles during a school emergency

Direction, Control, and Coordination

School Crisis Team Roles/Responsibilities within the Incident Command System (ICS)

Some of the roles and responsibilities that each school crisis team member may assume in the event of a crisis are listed below. Some personnel may assume more than one role and perform several tasks. Required tasks may depend on the type of crisis a school is experiencing. Please note the suggested staff members who might be assigned the roles below but training and personality characteristics should be taken into consideration when selecting specific staff members to fulfill roles. Staff members must be trained for their role. See the appendix section for a chart of all ICS members and contact information.

School Incident Commander (Superintendent)

- Assesses the situation and engages appropriate crisis response protocol
- Communicates with higher-level administrators
- Monitors implantation of the response plan
- Assembles crisis team
- Serves as liaison with public safety and response agencies to coordinate responses to the unified command
- Assign duties to the team according to the ICS structure
- Coordinates with SRO for the safety of students and staff
- Review and approve all communication with staff and students

- Approves appropriate requests for additional resources
- May also serve as Finance (“the payer”) and approve funds

District Public Information Officer (Superintendent)

- Works as the media contact for the district
- Briefs the media, if necessary
- Serves as the link with the City/County/State Public Information Officers

School Safety Coordinator (Student Resource Officer – SRO)

- Assigns, supervises and coordinates school security (with other local law enforcement if necessary)
- Secures incident site, perimeter
- Maintains liaison with public safety agencies on operational issues
- Briefs incident commander and key officials on security issues and investigation
- Collaborates with local law enforcement
- Supervises crowd and traffic control and access management
- Supervises safe and organized movement of students and staff, as needed
- Assembles students and staff for information sharing and/or safety
- Knows evacuation plans/routes/procedures, security measures, and alternative site plans
- Reports weather, emergency conditions, obstacles, or other concerns
- Other duties associated with the protection of life, property, and information

Crisis Team Chair (Superintendent)

- Chairs School Crisis Team meetings
- Provides expertise in linking the team to the appropriate crisis response protocols and guidelines
- Facilitates or co-facilitates discussions and decision-making with team
- Provides expertise in linking the team to the appropriate crisis response protocols and guidelines
- Leads the development of the response and intervention plan to include physical and psychological interventions
- Review the effectiveness of response and interventions
- Communicates with district and/or community-level team(s)
- Leads team in debriefing after a crisis occurs
- Documents activities

Emergency Medical Coordinator (Nurse)

- Identifies and coordinates staff who have First Aid/CPR/EMT training
- Maintains medical supplies throughout the school with regular checks to ensure supplies are at necessary levels
- Works with special education staff and counselors to identify and plan for individuals who may need evacuation assistance

- If on-site at the time of an emergency, provide direct medical care, arrange for additional medical support from trained staff, and liaisons with EMS
- Knows and provides for student and staff medical needs
- Documents medical activities
- Evaluate for additional training needs
- In the event of the nurse's absence, the Gallatin County Health Department will assume primary health responsibilities.

Student and Staff Communication Coordinator (Administrative Secretary)

- Working with the Superintendent, coordinates the communication content and dissemination to students and staff during a crisis event
- Provide written statements to use for student, staff, and parent notification (working with the Public Information Officer (Superintendent))
- Monitors communication dissemination plan
- Considers information and response needed by office personnel
- Engages and monitors communication with victims and families
- Keeps records of communication requested and released

Student Care and Recovery Coordinator (Counselor)

- Determines the psychological impact on students and staff and the nature of care and recovery services needed
- Develop a plan for care and recovery using appropriate resources in the community and beyond
- Maintains a crisis resource notebook with readily available resources and handouts
- Establishes and coordinates best practices in classroom information meetings, caregiver training, group, and individual psychological first aid throughout the event to reduce panic and lessen the trauma
- Identifies resources to manage grief and the healing process, as needed
- Coordinates best practice psychological recovery services, as needed
- Prepares for memorial services and long-term support, as needed
- Communicates resources available to administration, staff, students, and parents/guardians
- Maintains records of referrals and services provided
- Assesses additional training needs of the school recovery team

Student Supervision Coordinator (Administrative Secretary)

- Accounts for all students and staff
- Works with SRO
- Coordinates supervision and duties of those teachers not with students

Student and Parent Reunion Coordinator (Administrative Secretary)

- Develop a system for releasing students to parents
- Designates a Reunification Site/Center

- Check emergency/Reunification cards for the name of the person/s authorized to pick up a student
- Releases student to the authorized person (checks and verifies ID with the name listed on student Emergency/Reunification card)
- Maintains a student release log

Facilities Coordinator (Facilities Director/Custodian)

- Locks entrances/exits, helps secure building
- Knows the floor plan of the building and locations of shut-off valves (e.g. gas, electrical, HVAC, etc)
- Helps move objects to help with response

Supplies and Equipment Coordinator (Administrative Secretary)

- Coordinates requests for copying, documentation instruments, parent letters, etc.
- Locates identified support supplies to help implement crisis plan and response
- Purchases necessary supplies
- Maintains the emergency backpacks (To-Go kits)

Transportation Coordinator (District Clerk/Bus Driver(s))

- Coordinates the assembly and transport of students

Food and Water Coordinator (District Clerk/Cafeteria Staff)

- Coordinates the acquisition, preparation, and distribution of food and water during an emergency, if needed

Finance Team Leader (Business Manager)

- Gathers and documents anticipated crisis-related planning expenses
- Documents and tracks expenses related to crisis planning and development
- Tracks and records expenses incurred when a crisis event occurs
- Completes paperwork to seek reimbursement, if available

Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district administrative offices. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander
- Provide policy and strategic guidance
- Help ensure that adequate resources are available
- Identify and resolve issues common to all organizations
- Keep elected officials and other executives informed of the situation and decisions

- Keep factual information, both internally and externally through the Joint Information Center

The Gallatin Gateway School District Superintendent (Incident Commander) or designee will keep the Policy/Coordination Group informed.

School District Emergency Operations Plan (EMP)

The Gallatin Gateway School District maintains a district Emergency Management Plan (EMP) to address threats/hazards and incidents. Staff members who maintain and exercise the GGS EMP are in frequent contact with Kelly Henderson, Superintendent, who is responsible for maintaining the GGS EMP in conjunction with the Gallatin Gateway School Safety Committee.

Coordination with Responders

An important component of the GGS EMP is a set of interagency agreements with various county agencies to aid in timely communication. Agreements with these agencies and services (including such county governmental agencies as mental health, law enforcement, and fire departments) help coordinate services between the agencies and the school. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the responder community, command will be transferred upon the arrival of qualified responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within the Unified Command structure.

Source and Use of Resources

Gallatin Gateway School District #35 will use its resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

Security will be provided by:

- Gallatin County Sheriff's Department

Fire protection will be provided by:

- Gallatin Gateway Fire Department

Additional counseling services will be provided by:

- Gallatin Madison SPED Cooperative

Chaplain services will be provided by:

- Gallatin County Sheriff's Department

All pre-negotiated agreements and contracts are included in the appendix section.

Information Collection, Analysis, and Dissemination

Gallatin Gateway School will collect, analyze, and disseminate information before, during, and after an incident.

Types of information

Before and during an incident, Gallatin Gateway School will assign the Administrative Secretary to monitor the weather, local law enforcement alerts, and crime reports daily. This information will be analyzed and shared with the Incident Commander with any immediate action required identified.

List of information resources:

- NOAA weather radio

After an incident, Gallatin Gateway School will assign the Administrative Secretary to monitor websites and hotlines of mental health, emergency management, and relief agencies, as well as the school district information portal, to determine any information pertinent or critical to the school's recovery efforts.

List of websites, hotlines, and other sources of information:

Information Documentation

The assigned staff member will document the information gathered using the form in the appendix section. Information to be documented includes:

- The source of the information
- The staff member who collected and analyzed the information
- The staff member who received forwarded information
- The format for providing the information
- The date and time the information was shared

Training and Exercises

Gallatin Gateway School understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure the school personnel and community responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Superintendent along with the school Safety Committee will coordinate training and exercising efforts by the Homeland Security Exercise and Evaluation Program and applicable Montana statutes.

According to the Montana Code Annotated 2015 (MCA) 20-1-402, “There must be at least eight disaster drills a year in a school. Drills must be held at different hours of the day or evening to avoid distinction between drills and actual disasters”. The details of training are outlined in the Multi-Year Training and Exercise Plan (see the Appendix).

Approved parent/guardian volunteers and community members will also be incorporated into a larger exercise plan.

Training and exercises will be documented including date, type of training or exercise, and participant roster.

Training

All Gallatin Gateway staff, students, and parents/guardians will receive training during the school year to better prepare them for an incident.

Staff Training:

Basic training and refresher training sessions will be conducted during the first in-service of each school year for all school personnel in coordination with local fire and law enforcement.

Mandatory staff training will include:

- Threat/hazard and incident awareness training for all staff
- Orientation to the School EMP
- First aid and CPR
- Automated External Defibrillator (AED) training
- Team training to address specific incident response or recovery activities, such as Family Reunification and Relocation
- Two online FEMA courses: ICS 100 and IS-362. Both courses are available without charge at FEMA’s Emergency Management Institute Website
- Psychological First Aid for Schools for school counselors and other designated staff

All Gallatin Gateway School staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. Staff will receive training in how to prepare a personal and family emergency plan.

Student Training:

All students will receive age-appropriate training on the importance of participating in exercises.

Parent/Guardian Training:

Parents/guardians will be provided the opportunity to take training courses on some of the school's response procedures via the school website or other methods as provided by the school.

Administration, Finance, and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, Gallatin Gateway School will request assistance from local emergency services, other agencies, and industry through existing mutual aid agreements, and contracts (See Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school district and school officials and are in writing. Agreements and contracts identify the school and district officials authorized to request assistance under those documents.

All pre-negotiated agreements and contracts are included in the appendix.

Recordkeeping

A. Administrative Controls

Gallatin Gateway School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done by the established local fiscal policies and standard cost accounting procedures.

B. Activity Logs

Accurate logs recording key incident management activities will be maintained. Information in these logs will include:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to the staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

A. Annual Incident Management Costs

Records summarizing the use of personnel, equipment, and supplies will be maintained. These records will be used to obtain an estimate of annual incident response costs which, in turn, can be used in preparing future school budgets.

B. Incident Costs

Detailed records of costs for incident and management operations will be maintained. These records will contain information such as:

- Personnel costs, especially overtime costs
- Equipment operations costs
- Costs for leased or rented equipment
- Costs for contract services to support incident management operations
- Costs of specialized supplies expended for incident management operations

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

To continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records will be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

Plan Development and Maintenance

The Safety Committee along with the Superintendent is responsible for the overall maintenance and revision of the GGS EMP and for coordinating training and exercising of the School EMP. Committee members and the Administration are expected to work closely together to make recommendations for revising and enhancing the plan.

The Gallatin Gateway School Board of Trustees and Superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and other emergency services managers' approval and suggestions will also be requested.

Approval and Dissemination of the Plan

The Board of Trustees, together with the Superintendent, will approve and disseminate the plan and its annexes following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval (Board of Trustees, Superintendent, Safety Committee)

- Distribute the Plan

A. Record of Changes

Each update or change of the plan will be tracked. The record of changes will include the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the Safety Committee and Administration.

B. Record of Distribution

Copies of plans and annexes will be distributed to those tasked with this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Committee and Superintendent will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the Board of Trustees.

Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the Safety Committee, other emergency management and law enforcement representatives not on the Safety Committee, and others deemed appropriate by the school administration. The Superintendent will establish a schedule for the annual review of planning documents.

The School EMP will be updated based on deficiencies identified during incident management activities and exercises and when changes in threats, hazards, resources, capabilities, or school structure occur.

Authorities and References

The following regulations are the Montana State authorizations and mandates upon which the GGS EMP is based. These authorities and references provide a legal basis for incident management operations and activities.

- Montana Code Annotated (MCA) 20-1-401 with subsequent amendments

Functional Annexes

Continuity of Operations (COOP)

PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure there are procedures in place to maintain or rapidly resume operations within Gallatin Gateway School after an incident that results in the disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school adversely.

Continuity of operations planning is required by Montana Statutes.

SCOPE

It is the responsibility of Gallatin Gateway school officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Gallatin Gateway School, 100 Mill Street, Gallatin Gateway, MT 59730.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Gallatin Gateway School relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover from an incident.

Plan how to ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- How the COOP annex will be designed so that it can be activated at any time and sustained for up to 30 days.
- How the COOP annex will set priorities for re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- How the COOP annex will ensure students receive applicable related services in the event of a prolonged closure.

Accounting for All Persons

Plan the courses of action for accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

The planning team should consider the following when developing goals, objectives, and courses of action:

- How staff will determine who is in attendance at the assembly area.
- What to do when a student, staff member, or guest cannot be located.
- How staff will report to the assembly supervisor.
- How and when students will be dismissed or released.

Communication and Warning

Plan the communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency.

The planning team should consider the following when developing goals, objectives, and courses of action:

- How the school's communications system integrates into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff).
- How to ensure relevant staff members can operate communications equipment.
- How the school will communicate with students, families, and the broader community before, during, and after an emergency.
- How to account for technology barriers faced by students, staff, parents, and guardians.
- How to effectively address language access barriers faced by students, staff, parents, and guardians.
- How the school will handle the media (e.g., district or school Public Information Officer [PIO]).
- How impacts on students will be communicated to the community, including the impact on activities related to the school but not necessarily at the school or during regular school hours (i.e., church use of school property and athletic events).
- How the school will ensure effective communication with individuals with disabilities and others with access and functional needs (e.g., coordinating with first responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing only accessible documents, ensuring information on websites is accessible).

Recovery

Plan how to recover from an emergency. The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- **Academic recovery**
 - When the school should be closed and reopened, and who has the authority to do so.
 - What temporary space(s) the school may use if school buildings cannot be immediately reopened.
 - How to provide alternate educational programming if students cannot physically reconvene.
- **Physical recovery**
 - How to document school assets, including physically accessible facilities, in case of damage.
 - Which personnel have expert knowledge of the school's assets, and how and where they will access records to verify current assets after disaster strikes.
 - How the school will work with utility and insurance companies before an emergency to support a quicker recovery.
- **Fiscal recovery**
 - How district leadership will be included (e.g., superintendent, chief business officer, personnel director, and risk manager).
 - How staff will receive timely and factual information regarding returning to work.
 - What sources the school may access for emergency relief funding.
- **Psychological and emotional recovery**
 - Who will serve as the team leader.
 - Where counseling and psychological first aid will be provided.
 - How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students and staff who may need immediate crisis counseling.
 - Who will provide trained counselors.
 - How to address the immediate, short-, and long-term counseling needs of students, staff, and families.
 - How to handle commemorations, memorial activities, or permanent markers and/or memorial structures (if any will be allowed). This includes concerns such as when a commemoration site will be closed, what will be done with notes and tributes, and how students will be informed in advance.
 - How memorial activities will strike a balance between honoring the loss, resuming school and class routines and schedules, and maintaining hope for the future.
 - How the Public Health, Medical, and Mental Health Annex will inform the actions and plans of the Recovery Annex.

Public Health, Medical and Mental

Plan the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives. Mental health needs after an emergency will be addressed in the Recovery Annex.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- What the role of staff members is in providing first aid during an emergency.
- Where emergency medical supplies (e.g., first aid kits, AEDs) will be located and who is responsible for purchasing and maintaining those materials.
- Which staff have relevant training or experience, such as in first aid or CPR.
- How the school will secure a sufficient number of counselors in the event of an emergency.
- How the school will promptly share and report information about outbreaks epidemics or other unusual medical situations to the local health department.
- How the school will support the needs of students identified by the threat assessment team.

Security

Plan the courses of action to implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school. This includes efforts done in conjunction with law enforcement personnel.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- How agreements with law enforcement agencies address the daily role of law enforcement officers in and around the school.
- How to make sure the building is physically secure (including implementation of Crime Prevention Through Environmental Design [CPTED]);

Natural Surveillance	Arranging physical features to maximize visibility
Natural Access Control	Guiding people with signage, well-marked entrances and exits, and landscaping while limiting access to certain areas by using real or symbolic barriers
Territoriality Reinforcement	Delineating space, expressing pride and ownership, and creating a welcoming environment

Management and Balance	Ensuring building services function properly and safely, and the exterior is properly maintained and organized with landscaping and plantings maintained and trimmed
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- How to get students to and from school safely (including traffic control and pedestrian safety);
- How to keep prohibited items out of school;
- How to respond to threats identified by the behavioral threat assessment team; and
- How information will be shared with law enforcement officers or other responders (keeping in mind any requirements or limitations of applicable privacy laws, including the *Family Educational Rights and Privacy Act of 1974 [FERPA]*, the *Health Insurance Portability and Accountability Act of 1996 [HIPAA]*, and civil rights and other laws). For more information on FERPA and HIPAA, visit Information Sharing.

Accommodations for Disabled and Non-English-Speaking Students

The Emergency Management Plan includes special considerations for the unique needs of non-English speaking staff and students, and those with disabilities. Evacuation and relocation procedures in the plan address the mental, physical, motor, developmental, and sensory limitations. For example, individuals who use wheelchairs or other auxiliary aids will not be able to traverse the steps of a building without substantial assistance. Non-English speakers might need communication assistance during evacuations and relocations.

The following important items are addressed in the GGS Emergency Management Plan:

- Identified areas of refuge are predetermined areas at which people in need of assistance can gather if the plan for their evacuation is not able to be performed.
- The assignment of sufficient staff to assist individuals described above during a crisis.
- Staff members who have non-English speaking students on their roster should obtain emergency communication picture cards from the Superintendent or designee.

Family Reunification

Circumstances may occur at Gallatin Gateway School that require parents to pick up their students in a formalized, controlled release. This process is called Reunification and may be necessary due to weather, a power outage, or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Notification: Although parents may be notified in a variety of ways, Catapult will be the primary method. In some instances, students may be asked to notify their parents via text.

Parent/Guardian Expectations: If a parent/guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of:

- Bring Identification. You are not allowed to pick up your student without an ID.

- Park in a safe location. Do not block driveways, gates, the fire station, or parking lot drive-through.
- Be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.
- Follow the directions given to you by the staff.

What if a Parent Can't Pick Up Their Student? When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their students.

How It Works: For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping cellular network usage at a minimum may be important during reunification.

Student Expectations: For students, the school asks that students be orderly and quiet while waiting and be aware of the following expectations:

- Students are asked not to send other text messages either in or out of the school or reunification area. Keeping cellular network usage at a minimum may be important during reunification.
- Students are required to follow staff directions and general school expectations throughout the process.

Staff Expectations:

Start-up Actions:

- Obtain and wear a vest and position identifier, if available
- Obtain the necessary equipment and forms
- Secure the area against unauthorized access.
- Have student release forms available for emergency contacts
- Take attendance immediately

Operational Duties:

- Follow directions of the chain of command
- Do not spread rumors or talk about the event to unauthorized personnel.
- Report to the evacuation staging area and take attendance immediately.
- Staff will stay with the students and remain calm unless otherwise instructed.

After Duties

- Breaking everything down
- Making sure all cards are returned
- Be present until dismissed
- Return position identifier

Reunification Cards: For parents, there are a couple of steps. If a parent is driving to school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not

abandon vehicles. Parents are asked to go to the Reunification “Check In” area and form lines based on the letter of their student’s last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

- Name of student
- Grade
- Relationship to student
- Signature

In the case of multiple students being reunified, a separate card for each student needs to be completed.

Bring ID To Check-In: During check-in, identification and custody rights are confirmed. The card is separated, and the bottom half is given back to the parent. From the “Check In” area parents are directed to the “Reunification” area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students. Parents should be aware that in some cases, they may be invited into the building for further information. Use this form to account for each student being reunified with family, or others on their emergency contact list.

Important Note: During an emergency, we will be unable to attempt to contact parents/guardians. This means that the first person who arrives at the school and is listed on the emergency card will be able to sign out and leave with your student. Staff will make note of who signs a student out and their destination so that a parent/guardian will know how to locate their child.

Family Reunification Sign-Out Records					
TIME OF RELEASE:	NAME OF STUDENT: (print name)	RELEASED TO: (print name) Must Show Photo ID	RELEASED TO: (Signature)	NEXT DESTINATION :	RELEASED BY: (staff member name)

Hazard and Threat-Specific Annexes

Medical Emergency/First Aid

Note: Do not move a student if he or she has a head, neck, or back injury, or is having trouble breathing. If there is a clear danger of further injury, then move the student carefully to safety. Do not deal with medical emergencies by yourself - get help!

1. **Before calling 911 or 9-911**, survey the scene and make sure it is safe. Identify the type of incident, number of victims, and extent of their injuries if known.
2. **Call 911 or 9-911** if the injuries are life-threatening or serious. Be ready to provide the address of your location, the student's name, age, sex of the student, a description of the injury or symptoms, and the student's condition. Stay on the line with dispatch.
 - a. Call 911 or 9-911 for medical emergencies:
 - i. Severe allergic reaction (Anaphylaxis)
 - ii. Choking or severe difficulty breathing
 - iii. Shock
 - iv. Deep wound or part of the body that was crushed
 - v. Bleeding that is difficult to control
 - vi. Back and neck injuries or broken bones
 - vii. Severe head injury
 - viii. Unconsciousness
 - ix. Seizure
 - x. Serious burns
3. Notify the school office and school nurse, if available. The school office should notify the student's parent (s), guardian(s), or emergency contact.
4. If directed to do so by medical personnel, check the student's airway, breathing, and circulation (the ABCs of first aid). Someone trained in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), and first aid should start providing appropriate emergency care.
5. Dismiss bystanders.
6. If possible, have someone meet the emergency medical team when they arrive and direct them to the exact location.
7. Complete a written record of the incident immediately.

Communicable Diseases

Although Gallatin Gateway School District is required to provide educational services to all school-age children who reside within its boundaries, it may deny attendance at school to any child diagnosed as having a communicable disease that could make a child's attendance harmful to the welfare of other students. The District may also deny attendance to a child with suppressed immunity to protect the welfare of that child when others in a school have an infectious disease.

The spread of communicable diseases, such as flu and respiratory syncytial virus (RSV), is unpredictable and seasons vary from year to year depending on many factors. By implementing some of the recommendations described below, GGS can help protect students from communicable diseases.

1. **Vaccination, if available, is the best way to protect against communicable diseases.**
2. **Encourage students, parents, and staff to take everyday preventive actions to stop the spread of germs.**
 - Students and staff are encouraged to stay home when sick. It is important to stay home when sick until at least 24 hours after they no longer have a fever or signs of a fever.
3. **Encourage hand hygiene among students and staff through education, scheduled time for handwashing, and the provision of appropriate supplies.**
 - Teach students and staff to cover coughs and sneezes with a tissue or their bent arm. If they use a tissue, they should put the used tissue in a trash can and wash their hands.
 - Provide adequate supplies within easy reach, including tissues and no-touch cans.
 - Teach students and staff to wash hands often with soap and water for at least 20 seconds, dry hands with a paper towel, and use the paper towel to turn off the faucet. Common-use towels should **NOT** be used. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer containing at least 60% alcohol may be used.
 - Include handwashing time in student schedules. All students, staff, and others present in the school building should engage in hand hygiene at the following times, which include but are not limited to:
 - Arrival at school and after breaks
 - Before and after preparing, eating, or handling food or drinks
 - Before and after administering medication or screening temperature
 - After encountering bodily fluid
 - After recess
 - After handling garbage
 - After assisting students with handwashing
 - After use of the restroom
 - Provide adequate supplies, including clean and functional handwashing stations, soap, paper towels, and alcohol-based hand sanitizer.
 - Encourage students and staff to keep their hands away from their nose, mouth, and eyes.
 - Encourage routine surface cleaning through education, policy, and the provision of supplies.

- Routinely clean surfaces that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, and phones. Empty trash cans as needed.
 - Use general cleaning products that you normally use. Always follow product label directions. Additional disinfection beyond routine cleaning is not recommended.
 - Provide adequate supplies, such as general EPA-registered cleaning products, gloves, disinfecting wipes, and no-touch trash cans.
 - Match your cleaning activities to the types of germs that you want to kill.
4. **Educate students, parents, and staff on what to do if someone gets sick.**
- Those who have signs of illness should go home and stay home until at least 24 hours after they no longer have a fever or signs of a fever without the use of fever-reducing medications. Those who have emergency warning signs should get immediate medical care.
 - Separate sick students and staff from others until they can be picked up to go home. When feasible, identify a “sick room” through which others do not regularly pass. The sick room should be separated from areas used by well students for routine health activities, such as picking up medications. Sick room staff should be limited in number and should not be at higher risk for severe illness if they get sick.
5. **In the context of a broader pandemic, local governments or public health departments may recommend additional precautions be taken by Gallatin Gateway School. Follow those instructions when issued.**

Intruder on Campus

If time and safety permit:

1. Call 911. Notify the Incident Commander using the safest means of communication.
 - Specify:
 - The location and physical description of aggressors.
 - If there are hostages or victims, describe them and their locations, and any injuries or fatalities.
 - State if shots were fired or explosives are involved.
 - Any other information you think will be helpful.

In all cases:

1. The Incident Commander will survey the situation to determine if the situation is an emergency and will either activate intruder protocol or make an all-clear announcement to teachers and staff via radio, Catapult, or intercom, as appropriate.
2. If an intruder is on campus, teachers should immediately check the hallways for students and bring them into the classroom.
3. Secure the individual classroom area and keep everyone out of sight from interior and exterior views. Turn off the lights, pull down blinds, and lock doors. Have students drop, cover, and hold in one area of the room. Instruct students to shut off cell phones and inform them that they cannot turn them back on until specific permission is given by the teacher.

4. Keep students with you and remain calm. Exercise good judgment, avoiding actions that cause hysteria and confusion. Teachers should not open the door until she/he receives instructions from the Incident Commander or Sheriff that it is safe to do so.
5. Await further instructions from the Incident Commander or Sheriff, including whether to evacuate to an alternate site or remain in place.

Bomb Threat

1. **If a bomb threat call is received in the office, remain calm, DO NOT disconnect the incoming call line.** (If possible, signal another staff member to dial 911. Otherwise, use an alternative phone to dial 911).
2. The person receiving the call should immediately notify the Incident Commander and give the details of the call.
3. Complete the *Bomb Threat Checklist*.
4. The Incident Commander will decide whether to evacuate the school immediately and to have the Emergency Response Team conduct a preliminary search of the facility or to have everybody shelter-in-place. Refer to the classification of threat levels below for assistance in this decision.
5. Teachers and administrative personnel will give their immediate work areas a quick visual inspection. Do not touch or move any time that looks suspicious. *The bomb can be almost anything ranging from the most overt bundle of dynamite and clock to cleverly concealed ordinary objects. A briefcase, toolboxes, and pieces of pie have been used. You will be looking for something that doesn't belong.*
6. If what appears to be a bomb is found, DO NOT TOUCH IT. The Incident Commander, in consultation with law enforcement, will determine if the entire site must be evacuated or just the immediate area. Upon arrival, the Sheriff's Department will take charge.
7. Evacuate occupants to the designated evacuation site.
8. If the site is evacuated, work in conjunction with law enforcement to check the building.
9. Students and staff members should turn off all electronic devices. Electronic communication could detonate explosive devices.
10. Compile a student and employee absentee list for reporting to the Police/Sheriff's department. Students and employees present are unlikely suspects.

SEE THE BOMB THREAT CHECKLIST IN THE APPENDIX SECTION

Low Level of Threat: A threat that poses minimal risk to the victim and public safety.

- Threat is vague and indirect. The threat lacks realism.
- Information contained within the threat is inconsistent, implausible, or lacks detail.
- The content of the threat suggests the person is unlikely to carry it out.
- Threat is made by a young child (under 9 or 10), and there is laughter in the background.
- The caller is known and has called numerous times.

Medium Level of Threat: A threat that could be carried out, although it may not appear entirely realistic.

- Threat is more direct and more concrete than the low-level threat.
- Words in the threat suggest the person has given some thought to how the act may be carried out.
- There may be a general indication of a possible place and time (though these signs still fall short of a detailed plan).
- There is no strong indication that the person making the threat has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to the possibility - an allusion to a book or movie that shows the planning of a violent act or a vague general statement about the availability of weapons.
- There may be specific statements seeking to convey that the threat is not empty: "I'm serious" or "I am not kidding."

High Level of Threat: Specific and Realistic: The threat appears to pose an immediate and serious danger to the safety of others.

- Threat is direct, specific, and realistic; may include names of possible victims, specific time, and location of the device.
- Perpetrator provides his/her identity.
- Threat suggests concrete steps have been taken toward carrying out the threat.
- Perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance.

Unexpected Death of a Student/Staff Member (Including Suicide)

The initial response **should be to protect the privacy of the family**. Statements regarding the death should come from the designated spokesperson only. School personnel, preferably the Superintendent, should contact the family to provide support and discuss how information about the death should be relayed to students and staff. The school's primary consideration should be responding to the needs of the students and families. In the case of a suicide, the school's primary consideration is the prevention of additional suicides or attempted suicides; do not refer to the death as a suicide. Treatment and care for students, especially those particularly affected, should continue for as long as needed. Provisions for long-term care should be developed on a case-by-case basis.

The following plan is designed to meet the immediate needs of the students.

DAY ONE:

- Administrator, School Resource Officer, Sheriff (Chaplin), and counselor(s) meet.
- Provide additional counselors from community resources:
 - Gallatin Madison SPED Cooperative
 - Bozeman Public Schools
 - Belgrade Public Schools
 - Manhattan Public Schools
- A staff meeting will be scheduled for the day of/after the incident. Response protocol and procedures will be discussed with the staff.

If school is not in session when a death occurs (after hours/weekend/holiday):

The Superintendent will call a meeting with the teachers and staff giving facts about the tragedy and instructions for relaying the information to the students.

If school is in session when a death occurs:

All classroom teachers and staff will receive a hand-delivered memorandum giving them the facts about the tragedy and instructions for relaying the information to the students. An assembly **WILL NOT** be held to deliver the information.

- Have all students report to their first-period class. Keep the school day as normal as possible.
- Provide rooms and additional staff for students who wish to talk on an as-needed basis.
- There would be an obvious void in the classroom with the student(s) or staff member(s) missing. The school will provide support staff to assist students throughout the day if needed.
- Send information home to parents concerning the situation and provide them with information that may be helpful to them.
- Allow parents to take their children home for the day.
- Teachers and secretarial staff need to be sure to closely monitor attendance.

DAY TWO:

- Have counselors and community resources available to assist students or staff having a particularly difficult time with the tragedy.
- Provide extra supervision in non-instructional areas such as:
 - Restrooms
 - Playgrounds
 - Areas of GGS infrequently used
- Encourage parents to attend the funeral with their children.
- A committee made up of counselors, administrators, and other personnel with pertinent expertise (Crisis Response Team) will meet to formulate follow-up procedures regarding the tragedy. The Crisis Response Team can guide follow-up procedures regarding issues such as observing a moment of silence in school, hosting assemblies, and acknowledging the tragedy in other ways.
- Try to get things back to normal as soon as possible.

GUIDELINES FOR THE CLASSROOM TEACHER

- In the case of a student suicide, do not remove the student's desk. Leaving it as it was for several days will help acknowledge the death.
- After receiving verification from the Superintendent, openly and honestly acknowledge what has happened. Students should be told the facts in age-appropriate terms. This will help de-escalate the situation.
- Model and provide proper outlets for the expression of feelings. Permit a range of emotions. Provide activities to reduce trauma such as artwork, music, and writing. Set the curriculum aside as needed.
- Identify and list traumatized students in your class that need immediate attention and assure them that help is available. Include yourself if needed. Give the list to the school counselor.
- The Superintendent and the Crisis Response Team will be available to aid in postvention procedures, including memorial services and tributes.

- Discuss funeral procedures. Students should be excused for the funeral, but classes should not be dismissed. School staff should contact parents of students who are having a particularly difficult time coping. The school counselor may provide referral resources outside of the school.
- Try to get things back to normal as soon as possible.

Earthquake

THE FIRST INDICATION OF A DAMAGING EARTHQUAKE MAY BE GENTLE SHAKING:

IF INSIDE:

1. When shelter is available:
 - a. During ground shaking, take immediate shelter under desks, tables, or counters.
 - b. Crouch under the shelter, tuck your head and keep your hands on the side of your neck unless you need to hold onto the legs of your shelter and move with it.
 - c. You may be jarred first by a violent jolt.
 - d. You may hear a low or perhaps a loud rumbling noise.
2. When no shelter is available:
 - a. Move to an interior wall.
 - b. Turn away from windows and kneel next to the wall.
 - c. Bend head close to knees, cover sides of the head with elbows, and clasp hands behind neck. If a coat is available, hold it over your head for protection from flying glass and ceiling debris.
 - d. In the Library: move immediately away from windows and bookshelves and take cover.
 - e. In the Gym: move to an inside wall, kneel next to the wall, bend head close to knees, cover the sides of the head with elbows, and clasp hands behind the neck to protect the head from flying ceiling debris.
 - f. In an aftershock, everyone should duck and cover until the shaking stops. Leave all doors to rooms open to prevent them from jamming. **Evacuation should NEVER be automatic. Do NOT automatically rush out into the corridor or out an exterior door.**

IF OUTSIDE:

1. Quickly move everyone away from the building and any overhead wires.
2. Have students lie flat, face down, covering their heads with their hands, and wait for the shaking to stop.
3. Take a roll count of students and report to the Incident Commander by radio or Catapult. Wait for the Incident Commander's evacuation order by radio intercom or Catapult, then follow the evacuation plan.

WHEN THE SHAKING STOPS:

1. The Incident Commander will:
 - a. Assess the situation - inside and outside.

- b. Decide how much of the building needs to be evacuated - all or parts of the building.
 - c. Choose the route(s) and the assembly place.
 - d. Communicate directions to all teachers through radio, intercom, or Catapult.
2. Wait to hear from an Emergency Response Team member about what to do. In circumstances where a plan is **not** communicated, staff should make an evacuation plan for student safety:
- a. Be aware: The lighting inside the building or your room will probably be out - it may be dark.
 - b. If you are in a dangerous classroom, you must assess the conditions before you move to safety. Be cautious of dangling lights, damaged or exposed ceiling struts, broken glass, slippery floors, etc.
 - c. Appoint someone to be in charge while you find the best way to get out and the safest place to go. There may not be a need to go outside but merely move from one room to another.
 - d. Account for students, visitors, or other present employees before you leave the room.
 - e. There may be more danger outside the building or facility than there is inside.
 - f. There may be no safe assembly area. There may be no clear routes to get outside and alternate routes may need to be cleared.

Evacuation for Fire, Smoke, Gas Leak Detected, or Other

1. Activate the fire alarm for fire, smoke, or general emergency that requires evacuation. If an odor of leaking gas exists, do not use the fire alarm, intercom, or any other electrically operated device, which might cause a spark and ignite an explosion.
2. At the sound of the fire alarm, occupants must walk quietly and rapidly out the exit designated by the emergency exit chart near the door in each room. The teachers will pick up their emergency backpacks, check to see that students are out of the room, turn off the lights, and close the windows and door.
3. The first students outside should move away from the building, so they do not block the exit for those following.
4. When outside, students should meet at the designated location. Teachers should take attendance and hold up the Green Card when all students are present; and the Red Card if student(s) are missing. In the case of a Red Card, a member of the Emergency Response Team will initiate the search for the missing student(s).
5. In the event an alternate site is needed, members of the Emergency Response Team will notify occupants of the alternative designated location. Students will then proceed to the alternate location.
6. Teachers and students will return to their classrooms when notified by the Incident Commander or other person in the Chain of Command. If an emergency response is called in, the Incident Commander from the Fire Department should be the one to authorize re-entry.

Fights and Violence

Immediate Action:

1. Ensure the safety of students and staff.
2. Call 911 or 9-911 if necessary.

3. Notify the Incident Commander. The Incident Commander will assemble the Emergency Response Team members, if necessary. The location and number of students involved will be noted.
4. Contact the school nurse. Notify CPR/first aid certified persons in the school building of medical emergencies.
5. Walk, do not run, to the location of the fight.
6. Provide appropriate interventions in a manner that protects the safety and well-being of self, bystanders, and those involved in the altercation. Control the altercation by:
 - Use your presence and voice to alert your arrival.
 - Call out participants by name if possible.
 - Give immediate directions to the participants.
 - Separate combatants, if safe to do so, and disperse onlookers.
 - Obtain additional help.
7. Seal off the area if necessary for evidence.
8. The Incident Commander notifies the Sheriff /Student Resource Officer if a weapon was used, the victim has physical injuries causing substantial pain or impairment of physical condition, or assault involving sexual contact. (Sexual contact is the intentional touching of the anus, breast, buttocks, or genitalia of another person in a sexual manner without consent. This includes touching those areas covered by clothes.)

Additional Follow-Up Activities:

1. Document all activities. Ask the victim(s)/witness(es) for their account of the incident.
2. Assess and address counseling needs of the victim(s) or witness(es).

Lockdown

There may be many variables that could exist with a lockdown; therefore, it is difficult to establish preset guidelines. Try to keep everyone calm and keep in mind the safety of all parties involved. We trust teachers' judgment in implementing crisis procedures.

If time and safety permits:

1. Notify the Incident Commander.
2. The Incident Commander will call 911 and will report specific details of the situation.

SPECIFIC PROCEDURES TO USE WHEN CONTACTING AUTHORITIES:

Indicate specifics of the situation

- Hostage(s) taken; being held (if known, specify location).
- Number of innocent people affected and location.
- Weapons involved; shots fired; explosives on the premises.
- Number and seriousness of injuries inflicted and fatalities.
- Number and location of aggressors in the building or on the grounds.
- Safety steps and precautionary measures taken.
- Other situations that have a bearing on the problem.

TEACHERS:

1. Exercise good judgment in making decisions concerning yourself, your students, and your colleagues.
2. Don't do anything that would increase the danger for anyone involved. The safety of everyone should be the guiding principle.
3. If possible/appropriate, calmly, and quickly walk or run away from the situation with students.

IF EVACUATION IS NOT POSSIBLE:

1. Secure the individual classroom area and keep students and staff out of sight from interior and exterior view. Turn out lights and lock doors if possible. Have students drop, cover, and hold. Instruct students to shut off all cell phones and inform them that they cannot turn them on until specific permission is given by the teacher.
2. Keep students with you under control. Do all you can to keep students and staff calm. Avoid actions that could cause hysteria and confusion.
3. Unless notified otherwise by the Incident Commander, keep students with you. As soon as possible and when safety permits, students and staff will be directed to a location where they can best be protected. This may include evacuation to alternate sites outside of the building or remaining where you are.
4. If you have an exterior window, place a Green Card in the window (room # facing out) to indicate all in the room are safe. Place a Red Card in the window (room # facing out) to indicate there is a medical emergency.
5. Do NOT open the door until an "all clear" has been announced, regardless of who is at the door.
6. If OUTSIDE, recess attendants will follow instructions from the PA system, Catapult, or a bullhorn. If the threat is outside, get children inside. If the threat is inside, get them to the designated evacuation site.

Missing Child or Person

Immediate Action:

1. Notify the Incident Commander concerning students missing from school or field trips. NOTE: All field trips will have a designated Incident Commander (usually the field trip advisor).
2. Activate lockdown and follow lockdown procedures.
3. Assign the sweep team to check the entire campus and buildings including athletic fields and all after-school programs for the missing student. For field trips, the Incident Commander will determine the locations to be searched.
4. Send an alternate sweep team to repeat the search.
5. Contact the child's parent(s) or guardian(s). (If unable to locate parent or guardian, use the contact information on the student's emergency card.)
6. Get an accurate description of the child, including what the child was last seen wearing.
7. Obtain a photo of the child.
8. The Incident Commander will contact the Sheriff if the student is not located immediately.
9. Contact close friends and classmates of the missing student to obtain information as to their whereabouts, the possibility of running away, or not returning home afraid of punishment.
10. The Incident Commander will continue working with the parents/Sheriff if the child is not located.

11. Office staff prints student information of missing students to include student pictures.
12. Office staff prepares the current attendance report.
13. Office staff prepares sign-in/sign-out lists for the day.
14. Office staff prepares a report of relevant custody issues.

Immediate Action: Missing Adult (Employee)

1. Attempt phone or text contact.
2. Contact the Sheriff to do a welfare check at the person's home if appropriate.
3. Check the staff card for a listing of relatives/friends to contact.
4. Designate a school official to be a liaison with the Sheriff in case the person is not located.

Shelter-In-Place

In the event of an emergency inside the school where there is not a direct threat to any student or staff, a lock-up may be instituted on campus (for example, bear on property or student/staff injury in a hallway). The appropriate steps depend on the emergency. The Incident Commander will provide information and directions on when shelter-in-place plans should be put into effect.

The Incident Commander will:

1. Close the school and activate the school's emergency plan.
2. Hang a sign on the front doors stating, "School is in a Shelter-In-Place Lockdown".
3. Instruct staff to follow reverse evacuation procedures bringing all students and staff indoors.
4. Provide for visitors' safety by requiring them to stay in the school building.
5. Designate one staff member to answer calls from concerned parents.
6. If time or staff is not available, the school voice recording will indicate that the school is closed and that students and staff are remaining in the building until authorities say it is safe to leave.

The Teacher will:

1. Have all children, employees, and visitors take shelter in classrooms that have phone access, stored disaster supplies kits, and, preferably, access to a bathroom and emergency supplies. Shut the doors.
2. Account for all students.
3. Lock and seal all doors and windows.
4. Unless notified otherwise by the Incident Commander, remain with students. As soon as possible and when safety permits, students, and staff will be informed that they are safe, or they need to evacuate; this may include moving to alternate sites outside of the building.

Severe Weather/Power Outage

DEFINITIONS:

Advisory: An advisory is issued for weather that is expected to be a disruption to the normal routine and an inconvenience, but it is not expected to be life-threatening.

Watch: The conditions are favorable for the development of the hazard (tornado, severe weather, etc).

Warning: The hazard is imminent. Take shelter immediately.

SIGNALS:

1. Monitor National Weather Service updates using a NOAA Weather Radio with battery backup. Listen for three things: 1) the type of watch or warning, 2) where it is in effect, and 3) how long it is in effect.
2. If a WATCH is in effect, alert staff, monitor conditions and prepare shelter areas.
3. If a WARNING is in effect, take IMMEDIATE action. Announcements will be sent out via the PA system and Catapult. In the event of a power outage, the bullhorn shall be used to replace the PA system.

STEPS OF ACTION:

1. During a Watch, outdoor activities should be postponed, and students should be moved inside to safe locations. Continue monitoring weather reports and, potentially, assign a staff member (s) to watch the weather conditions outside.
2. As the storm nears or if a Warning has been announced, move all students to “tornado/storm safe areas” and have students and teachers drop immediately into a protective position along a load-bearing wall (get down on your knees in a tuck position, hands over head). If it is necessary to move outside of the classroom, take the classroom emergency backpack and cell phone. Make sure you have a flashlight, and all students are accounted for. Do not leave students unattended.
3. Move all students and staff to designated areas (bathrooms, locker rooms, basement) or an interior corridor (preferably along a load-bearing wall) away from windows and doors. Stay away from lobbies, walkways, atriums, and other large glassed-in areas, and large open areas with a long roof span; if unable to get indoors and there is no shelter available outside, lie in a ditch or other earthen depression.
4. Wait for an “all clear” signal before returning to the classroom.
5. At the Incident Commander’s discretion school buses and/or activity buses will not load in the event of threatening weather.

IF OUTDOORS DURING LIGHTNING:

1. If you can see lightning or hear thunder, immediately get everyone inside the school building. Run if necessary. Get to any enclosed room, away from open windows and doorways. If you can’t get inside in time, a hard-topped metal vehicle with windows closed will protect you. Avoid sheds, small or open shelters, and dugouts.
2. If you can’t make it inside, then:
 - a. Move from high to lower ground such as a ditch. Avoid wide-open spaces such as soccer fields.
 - b. Stay away from tall, isolated objects like trees, light poles, playground equipment, and basketball hoops. Avoid metal structures such as bleachers and playground equipment.
 - c. Spread out: stay at least 15 feet apart from other people so the lightning won’t travel between you.
 - d. If you feel your hair stand on end, then lightning is about to strike. Instruct everyone to crouch down on the balls of their feet, keeping their feet close together. Put your hands over your ears and bend your head down. Make yourself the smallest target possible and minimize your contact with the ground.
 - e. DO NOT lie flat on the ground.
3. Get inside as soon as you think it is safe enough to move.
4. More than 50% of lightning deaths occur after the thunderstorm has passed. The lightning threat diminishes after the last sound of thunder but remains for more than 30 minutes

after a storm has passed and the skies are clear. Stay inside for at least 30 minutes after you last hear thunder.

SCHOOL BUS ACTIONS: All school bus drivers should be trained on how to handle severe weather conditions. Thunderstorms, large hail, high winds, and flooding also pose significant threats. Bus drivers should be able to react quickly and take charge of a severe weather situation. If you have time to get to a shelter or a well-constructed building that you can unload students into, then certainly do so as soon as possible. Move students into an interior wall or basement away from windows and doors. If no sturdy shelter is available, look for a ditch or low-lying areas (preferably without water). Make sure the bus is parked far away from the location you have selected. Unload the students to the low-lying area and have them get in position with their hands over their heads.

NOTE: It must be conveyed that parents should NOT pick up their children during severe weather. Students are safer at school with the severe weather plan in place than on the road when a severe storm strikes.

Appendices

Appendix A Direction, Control, and Coordination

School Incident Command Team

Role in ICS	Name	Position	Email	Cell Phone
Incident Commander	Kelly Henderson	Superintendent	super@gallatingatewayschool.com	928-614-1018
Public Information Officer	Kelly Henderson	Superintendent	super@gallatingatewayschool.com	928-614-1018
Safety Coordinator	Dan Mayland	SRO	dan.mayland@gallatin.mt.gov	
Crisis Team Chair	Kelly Henderson	Superintendent	super@gallatingatewayschool.com	928-614-1018
Emergency Medical Coordinator	Dar Stoner	Facilities Manager	stoner@gallatingatewayschool.com	
Student and Staff Communication Coordinator		Administrative Secretary		
Student Care and Recovery Coordinator	Marie Welch	Counselor	counselor@gallatingatewayschool.com	
Student Supervision Coordinator		Administrative Secretary		
Student and Parent Reunion Coordinator		Administrative Secretary		
Facilities Coordinator	Dar Stoner	Facilities Director	stoner@gallatingatewayschool.com	
Student and Equipment Coordinator		Administrative Secretary		
Transportation Coordinator	Brittney Bateman	District Clerk	district-clerk@gallatingatewayschool.com	541-890-0333
Food and Water Coordinator	Brittney Bateman	District Clerk	district-clerk@gallatingatewayschool.com	541-890-0333

Finance Team Leader	Brittney Bateman	Business Manager	business@gallatingatewayschool.co m	541-890- 0333
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Appendix B Identification of School Safety Teams

School Safety Committee:

- Trustee (Chairperson)
- Superintendent
- School Counselor
- SRO
- Madison/Gallatin SPED
- Teacher
- Teacher
- Teacher
- Community member
- Community member

Emergency Response Team:

- Superintendent
- SRO
- School Counselor
- GGS Business Manager
- GGS Administrative Secretary
- Gallatin Gateway Fire Chief
- Additional Team Resources
 - MSGIA
 - County Disaster and Emergency Services
 - Poison Treatment
 - National Suicide Hotline

Post Incident Response Team

- Superintendent
- SRO
- School Counselor
- Madison/Gallatin SPED Coop
- School Nurse

Appendix C Information Collection

Source of Info (radio alert, news outlet)	Collected by: Name/Title	Date/Time Info Was Collected	Forwarded to: Name/Title	Format of Info (website, social media, news outlet)	Date/Time Info was Forwarded

Appendix D Multi-Year Training and Exercise Plan

Date:	Type: (drill, tabletop, full scale)	Hazard: (fire, active shooter, shelter-in-place)	Personnel (staff, students, all)	Completed? Yes/No

Appendix E Personnel Training Record

Name:	Position:	Courses w/date of completion

Appendix F Gallatin Gateway School Automatic External Defibrillator Plan

OVERVIEW

The Gallatin Gateway School Automatic External Defibrillator (hereafter “AED”) Plan will guide the management or administration of a school-based AED program. It will be used within the boundaries of the Gallatin Gateway School District #35.

Sudden Cardiac Arrest (hereafter “SCA”) is a condition that occurs when the electrical impulses of the human heart malfunction causing a disturbance in the heart’s electrical rhythm called ventricular fibrillation (hereafter “VF”). This erratic and ineffective electrical heart rhythm causes complete cessation of the heart’s normal function of pumping blood resulting in sudden death. The most effective treatment for this condition is the administration of an electrical current to the heart by a defibrillator, delivered within a short time of the onset of VF.

An AED is used to treat victims who experience SCA. It is only to be applied to unconscious victims **without a pulse, who lack signs of circulation, and who have abnormal breathing**. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock.

NOTE: If an AED is not immediately available, CPR may be performed until an AED or Emergency Medical Services (hereafter “EMS”) arrives on the scene.

AED Response Criteria

An AED may be used on any person who is at least 8 years of age, weighs 55 pounds, and displays symptoms of cardiac arrest. For children under the age of 8 or less than 55 pounds, an AED may be used if the device is designed with a “child” mode. An AED is never used on infants less than one-year-old.

EQUIPMENT DETAILS

AED Unit Locations:

Gallatin Gateway School. 100 Mill Street. Gallatin Gateway, MT 59730. 406-763-4415.

AED Location Number 1 (Serial #): In the southeast corner of the main lobby, left of the door that goes out to the playground.

AED Location Number 2 (Serial #): In the hallway, west of the Gallatin Gateway School gymnasium doors.

Equipment:

The two units at Gallatin Gateway School are **Difibtech DDU-100, a Semi-automatic external defibrillator.**

Appropriate Device Maintenance:

Device maintenance will be done according to the manufacturer's guidelines and will be recorded for each unit. Routine inspections and testing of the AED are to be performed monthly and recorded in a separate written service log form by the AED Program Coordinator or Medical Advisor.

Following the use of an AED, the equipment will be cleaned and/or decontaminated as required. If contamination includes body fluids, the equipment will be disinfected. Pads will be replaced and reconnected to the AED and the contents of the accompanying resuscitation kit will be replaced if used.

System Verification and Review

Annual System Assessment

Once each school year, the Program Coordinator and Medical Advisor will conduct and document a system readiness review. This review includes the following elements:

- Training records
- Equipment operation and maintenance records

PERSONNEL

Program Coordinator/Medical Advisor:

The Program Coordinator and Medical Advisor for Gallatin Gateway School will be:

- **Nurse** and contact information (Medical Advisor)
- **Administrative Secretary** and contact information (Program Coordinator)

Responsibilities of the AED Program Coordinator:

- Oversees all non-medical aspects of the AED Plan.
- Develop AED Program written plan as required by the Gallatin Gateway School and 50-6-502 of Montana Code Annotated 2021. Makes necessary updates in conjunction with Kelly Henderson, Superintendent, and Montana law.
- Coordinates with EMS, as needed, for training and use of AED.
- Identifies individuals to be AED responders and maintains a list of AED responders in conjunction with the Superintendent.
- Coordinates and documents initial AED training and all subsequent training of AED responders.
- Conducts quarterly proficiency evaluations for AED responders: **August, November, January, and April**. Evaluations will cover the location of the AED units, safety precautions, and major steps of AED use.
- Coordinates and maintains documentation of all AED usage.

- Conducts immediate post-incident debriefing.
- Ensures AED use is reported to the Medical Advisor within 24 hours of the occurrence of the event.
- Communicates with the State of Montana Department of Health and Human Services on issues related to medical emergency response, including post-event reviews.
- Coordinates and oversees documentation of AED maintenance and service procedures.
- Ensures that all AED devices are registered with the State of Montana Department of Health and Human Services.

Responsibilities of the AED Program Medical Advisor:

- Oversees all medical aspects of the AED Plan.
- Ensures compliance with appropriate regulatory requirements.
- Ensures proper training and maintenance for AED responders.
- Establishes and reviews procedures for AED use.
- Establishes a quality review and improvement program, including post-drill and post-debriefing.
- Establishes and maintains relationships with local EMS.
- Ensures AED use reports are sent to the Superintendent within 48 hours of the occurrence of the event.

Individuals Authorized to Operate the AED:

The AED may be used by:

- Employees including administrators, nurses, Athletic Director, Facilities Director, and office staff.
- Additional staff as identified by the administration. Examples include teachers, bus drivers, and coaches.
- Any trained volunteer responder who has completed an approved CPR/AED training program and has a current successful course completion card.

AED Trained Employee Responsibilities:

- Activating the internal emergency response system and providing prompt basic life support, including AED, CPR, and first aid according to training and experience.
- Requesting EMS.
- Understanding and complying with the requirements, procedures, and guidelines of the Gallatin Gateway School AED Plan.
- Placing the AED unit back into service after each use.

Volunteer Responder Responsibilities:

Anyone can, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training and experience. These responders are encouraged to contribute to emergency response only to the extent they are comfortable. The emergency medical response of these individuals may include CPR, AED, or medical first aid.

Limitations of Liability for Volunteer Responder

Gallatin Gateway School District #35 has implemented an AED Plan for the benefit of students, staff, volunteers, and visitors. Gallatin Gateway School has strategically located AEDs for use by trained personnel; however, these strategic locations may also result in members of the public also having access to the AEDs (“volunteer responder”). Although Gallatin Gateway School does not promote the use of AEDs by volunteer responders, Gallatin Gateway School acknowledges that time is of the essence in cases of a medical emergency and does not eliminate the public’s access to the devices. Gallatin Gateway School is not liable for any civil damages for acts or omissions by a volunteer responder in using the AED in rendering emergency care or assistance. A volunteer responder may be protected from liability under Montana Code Annotated 27-1-714.

School Office Responsibilities:

The school office staff is responsible for:

- Receiving emergency medical calls from internal locations.
- Using the Gallatin Gateway School Emergency Management Plan to assess any emergency and to determine the appropriate level of response.
- Contacting EMS.
- Deploying AED-trained employees to the emergency location.
- Assigning someone to meet responding emergency response personnel and direct them to the site of the emergency.

TRAINING

The Program Coordinator will maintain training records for all AED responders. AED responders will be offered the Hepatitis B vaccination, free of charge.

Initial Training

All AED responders will:

- Complete training on this AED Plan.
- Complete authorized training and display proficiency in CPR and the use of an AED. Training will be a course approved by the Montana State Department of Health and Human Services.
- Complete training in universal precautions against bloodborne pathogens annually.

Refresher Training

All AED responders will:

- Review this AED Plan on an annual basis.
- Renew CPR and AED training every two years.

COORDINATION OF AED PLAN WITH EMS

All licensed EMS systems providing coverage in the area (Gallatin Gateway Fire Department and Gallatin County Sheriff's Office) will receive copies of the AED Plan. Every time an AED is attached to a patient, the local EMS must be activated. The Plan Coordinator and Medical Advisor will be responsible for coordinating with the local emergency responders. The Gallatin Gateway Fire Department will be the primary advising EMS Department.

AFTER SCHOOL HOURS AND NON SCHOOL-RELATED FUNCTIONS

If a CPR and/or AED-trained individual is available, CPR and AED procedures should be initiated until EMS arrives. Contracted and other community activities are not guaranteed access to the AED units as part of standard rental contacts.

POST-AED EVENT

Medical Response Documentation:

Internal Post-Event Documentation: It is important to document each use of an AED device and the corresponding EMS activation. The following forms shall be filled out and filed with the AED Program Coordinator within 24 hours:

- An accident report form shall be completed by a responding employee for each accident requiring first aid of any type.
- The Gallatin Gateway School District Automated External Defibrillator Report shall be completed by the AED-trained employee or volunteer responder whenever an AED is used.

External Post-Event Documentation: It is critical to document each use of an AED. The following information should be submitted to the State of Montana Department of Health and Human Services:

- An AED usage report
- Data download from AED unit

Post-Event Review:

Following each deployment of a response team member, or if a volunteer responder uses an AED, a review shall be conducted to learn from the experience. The AED Program Coordinator or designee shall conduct and document the post-event review. All key participants in the event shall participate in the review. Included in the review shall be the identification of actions that went well and the collection of opportunities for improvement.

Ongoing Quality Improvement Program:

The AED Program Coordinator and Medical Advisor will evaluate the AED Plan on an annual basis and after each event in which the AED is used.

Appendix G Pre-Negotiated Contracts and Agreements with Outside Agencies

Appendix H Family Educational Rights and Privacy Act (FERPA)

What Is FERPA?

FERPA is a federal law that protects the privacy of student education records. The law applies to all educational agencies and institutions that receive funds under any U.S. Department of Education program (termed “schools” below). FERPA gives parents certain rights concerning their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” The Family Policy Compliance Office at the U.S. Department of Education administers FERPA.

FERPA protects the rights of parents or eligible students to

- Inspect and review education records;
- Seek to amend education records; and
- Consent to the disclosure of personally identifiable information (PII) from education records, except as specified by law.

Different types of records and information may be protected by FERPA if determined to be “education records.” Education records are protected by FERPA and are broadly defined as records that are directly related to a student and maintained by an educational agency or institution, or by a party acting for the agency or institution.

The non-exhaustive chart below shows several examples of what types of records generally are and are not considered to be education records.

Education Records	Not Education Records
Transcripts	Records that are kept in the sole possession of the maker and used only as personal memory aids
Disciplinary records	Law enforcement unit records
Standardized test results	Grades on peer-graded papers before they are collected and recorded by a teacher
Health (including mental health) and family history records	Records created or received by a school after an individual is no longer in attendance and that are not directly related to the individual’s attendance at the school

Records on services provided to students under the <i>Individuals with Disabilities Education Act (IDEA)</i>	Employee records that related exclusively to an individual in that individual's capacity as an employee
Records on services and accommodations provided to students under <i>Section 504 of the Rehabilitation Act of 1973</i> and <i>Title II of the Higher Education Act</i> .	Information obtained through a school official's knowledge or observation and not from the student's education records

See the discussion under "Balancing Safety and Privacy" below for more detail on law enforcement units under FERPA, what constitutes a law enforcement unit record, and how these records may be used.

Who May Access FERPA-Protected Education Records?

"School officials with a legitimate educational interest" may access FERPA-protected education records. Schools determine the criteria for who is considered a school official with a legitimate educational interest under FERPA regulations, and it generally includes teachers, counselors, school administrators, and other school staff. The term "school official with a legitimate educational interest" may also include contractors, consultants, volunteers, and other parties if those individuals

- Perform an institutional service or function for which the agency or institution would otherwise use employees;
- Are under the direct control of the agency or institution concerning the use and maintenance of education records; and
- Are subject to the requirements of 34 CFR § 99.33(a), which specifies that individuals who receive information from education records may use the information only for the purposes for which the disclosure was made and which generally prohibits the redisclosure of PII from education records to any other party without the prior consent of the parent or eligible student. There are, however, exceptions to this prohibition.

In addition, schools must annually notify parents and eligible students of their rights under FERPA, and must include in this notification the criteria for who constitutes a school official and what constitutes a legitimate educational interest. The U.S. Department of Education provides model notification statements on its website at <http://www2.ed.gov/policy/gen/guid/fpco/FERPA/lea-officials.html>.

This means that if a school wishes to consider non-employee members of its threat assessment team (TAT), its contracted counseling, nursing, service, or security staff, its school resource officers (SROs), and other non-employees as "school officials" who may have access to education records, the school must ensure that these individuals meet the criteria in the bullets above and the criteria in the school's annual notification of FERPA rights. Schools are encouraged to train all school officials who may have access to education records, including contractors, on FERPA as well as other applicable laws.

Balancing Safety and Privacy

School officials must balance safety interests and student privacy interests. FERPA contains exceptions to the general consent requirement, including the “**health or safety emergency exception,**” and exceptions to the definition of education records, including “law enforcement unit records,” which provide school officials with tools to support this goal.

FERPA generally requires written consent before disclosing personally identifiable information (PII) from a student’s education records to individuals other than his or her parents. However, the FERPA regulations permit school officials to disclose PII from education records without consent to appropriate parties only when there is an actual, impending, or imminent emergency, such as an articulable and significant threat. Information may be disclosed only to protect the health or safety of students or other individuals. **In applying the health and safety exception, note that:**

- Schools have the discretion to determine what constitutes a health or safety emergency.
- Appropriate parties” typically include law enforcement officials, first responders, public health officials trained medical personnel and parents. This FERPA exception is temporally limited to the period of the emergency and does not allow for a blanket release of PII. It does not allow disclosures to address emergencies that might occur, such as would be the case in emergency preparedness activities.
- The information that may be disclosed is limited to only PII from an education record that is needed based on the type of emergency.
- Disclosures based on this exception must be documented in the student’s education records to memorialize the
 - Emergency that formed the basis for the disclosure; and
 - Parties with whom the school shared the PII.

The U.S. Department of Education would not find a school in violation of FERPA for disclosing FERPA-protected information under the health and safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.

Appendix I Bomb Threat Checklist

BOMB THREAT CHECKLIST

STAY CALM. DO NOT DISCONNECT THE LINE. DO NOT HANG UP.
KEEP THE CALLER TALKING.

Motion another person over to assist.
DIAL 911 IMMEDIATELY.

BOMB THREAT CHECKLIST			
Date:		Phone Number of Call:	
Time Call Received:	AM / PM	Time Call Concluded:	AM / PM

Pretend you can't hear the caller. KEEP THE CALLER TALKING.
Be calm. Be courteous. Listen. Do not interrupt the caller.

Ask the Caller:	
Where is the bomb located?	
When will it go off?	
What does it look like?	
What kind of bomb is it?	
What will make it explode?	
Did you place the bomb?	
Why?	
Where are you now?	
What is your name?	
Other Information:	

Exact Words of Threat:

--

Information About Caller:	
• Male	• Man
• Female	• Woman
Approximate Age:	• Child

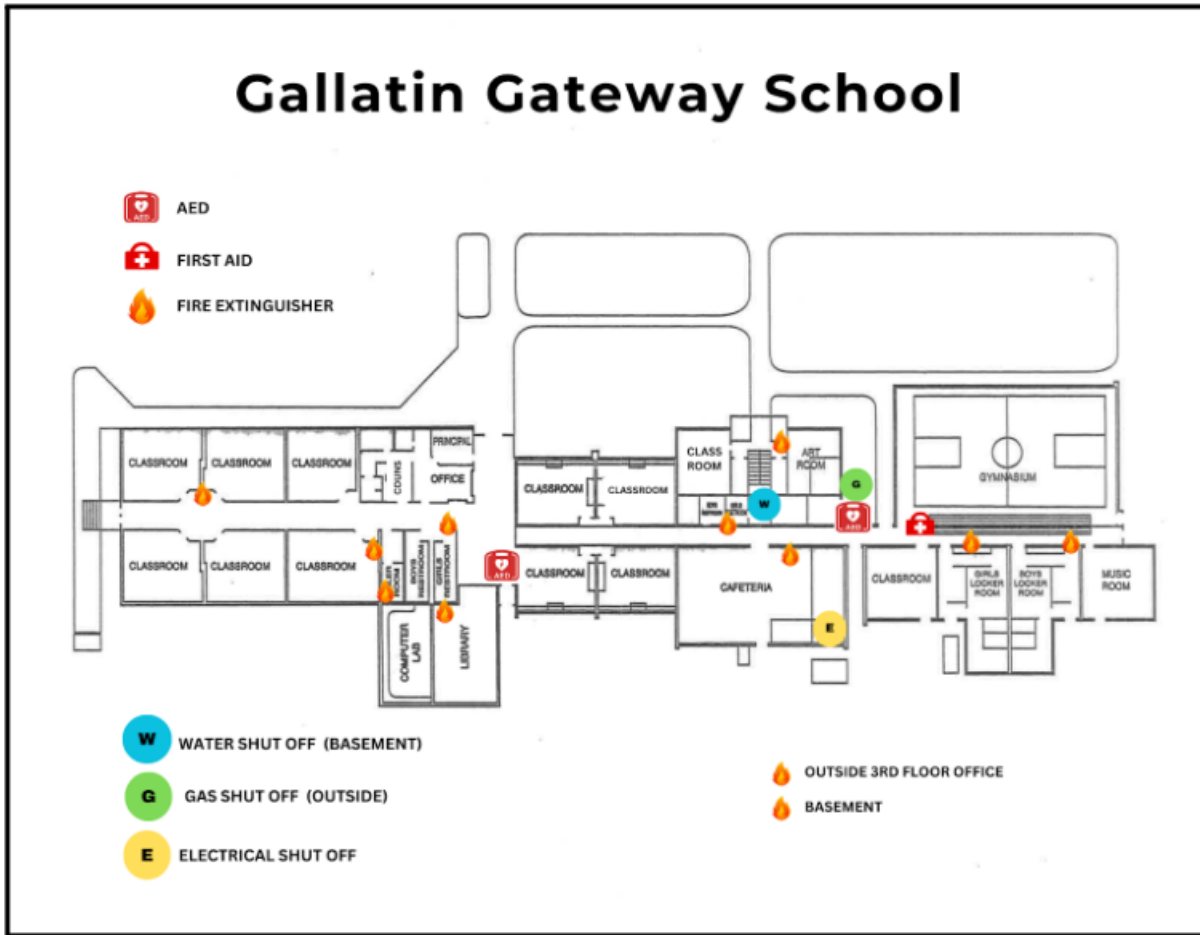
Voice	Speech	Behavior	Background Noises
• Clean	• Fast	• Agitated	• Music
• Distorted	• Slow	• Angry	• Machines
• Loud	• Hesitant	• Blaming	• Office
• Muffled	• Lisp	• Calm	• Traffic
• Nasal	• Slurred	• Fearful	• Animals
• High pitch	• Stutter	• Laughing	• Trains
• Medium pitch	• Nasal	• Nervous	• Airplanes
• Low pitch	• Accented	• Righteous	• Talking/Voices
• Pleasant	• Other:	• Whiney	• Children
• Raspy		• Other:	• House noises
• Soft			
• Squeaky			• Television
• Recorded message			• Wind/Water
• Other:			• Other:

Observations/Comments:

Person Receiving Call: _____

Position: _____

Appendix J Building Schematics



Gallatin Gateway School Indian Education for All Plan



Gallatin Gateway School Plan of Indian Education for All

The purpose of the Gallatin Gateway School Plan of Indian Education for All is to detail the design of the school's methods to educate staff and students concerning the Essential Understandings (EUs) of Indian Education for All (IEFA) and to infuse a natural cross-cultural approach that includes each of Montana's recognized tribes as well as to increase tolerance and acceptance of all peoples. As specified in Montana law (MCA 20-1-501), Gallatin Gateway School (GGS) upholds a policy to adhere to the recommendations set forth to instruct staff and students in the critical and rich history of all people in this state and nation.

Our mission at GGS states that our school community will "empower our students to take responsibility for their learning so they may achieve their individual potentials as lifelong learners and productive citizens." By committing to the principles of IEFA, we are not only meeting our mission, but we are also addressing the Essential Understandings. Students in Montana, by developing a lifelong ability to seek exposure and learn of the cultures, customs, traditions, and perspectives of indigenous peoples will influence the development of a productive citizenry.

At each grade level, kindergarten through eighth, students at GGS are guided in the exploration of the abundant histories and cultures of each of Montana's federally recognized tribes. Within each grade level and content area, we focus on introduction, examination, evaluation, and appreciation of cultures. This targeted approach provides both structure and flexibility to teachers in leading students to the recognition of differences between tribes and belies the misconceptions of the Native American stereotype. Our whole- school approach provides a scaffolded and growing understanding that will serve GGS students now and into the future.

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Indian Education for All Law

MCA 20-1-501

In the 1972 Constitution (Article X, Section 1(2)) the State of Montana recognized the distinct and unique cultural heritage of American Indians and committed to provide education preserving the cultural integrity of each Montana tribe. Twenty-seven years later in 1999, the Legislature passed House Bill 528 into the law we now call Indian Education for All (MCA 20-1-501.)

In 2005, the Legislature provided the first funding to support the efforts of Montana schools in fulfillment of this long-standing promise. In 2023, the Montana Legislature passed a bill designed to hold school districts accountable for IEFA funds to ensure that they are being spent for the intended purpose with reporting requirements for schools.

Recognition Of American Indian Cultural Heritage -- Legislative Intent

20-1-501. Recognition of American Indian cultural heritage -- legislative intent.

(1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

(a) every Montanan, whether Indian or non-Indian, learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and

(b) every educational agency works cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational agencies provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

American Indian Studies -- Definitions

20-1-502. American Indian studies -- definitions. As used in this part, the following definitions apply:

(1) "American Indian studies" means instruction pertaining to the history, traditions, customs, values, beliefs, ethics, language, and contemporary affairs of American Indians, particularly Indian tribal groups in Montana.

(2) "Educational agency" means:

- (a) the Montana university system;
- (b) professional educator preparation programs accredited by the board of public education;
- (c) the board of public education;
- (d) the office of public instruction; and
- (e) school districts.

(3) "Instruction" means:

(a) a formal course of study or class, developed with the advice and assistance of Indian people, that is offered separately or that is integrated into existing accreditation standards by a unit of the university system or by an accredited tribal community college located in Montana, including a teacher education program within the university system or a tribal community college located in Montana, or by the board of trustees of a school district;

(b) Inservice training developed by the superintendent of public instruction in cooperation with educators of Indian descent and made available to school districts;

(c) Inservice training provided by a local board of trustees of a school district, which is developed and conducted in cooperation with tribal education departments, tribal community colleges, or other recognized Indian education resource specialists; or

(d) Inservice training developed by professional education organizations or associations in cooperation with educators of Indian descent and made available to all certified and classified personnel.

Indian Education for All

20-1-503. Indian education for all. (1) Pursuant to this part and **20-9-329** and the definition of basic system of free quality public elementary and secondary schools under **20-9-309**, the board of trustees of a school district shall require that all certified personnel and all students receive instruction in American Indian studies.

(2) Members of boards of trustees and all non-certified personnel in public school districts are encouraged to satisfy the requirements for instruction in American Indian studies.

(3) (a) Pursuant to Article X, section 1(2), of the Montana constitution, **20-1-501**, **20-7-101**, and **20-9-309**, the board of public education shall incorporate the distinct and unique cultural heritage of Montana American Indians in the content standards that schools must implement as a requirement for school accreditation.

(b) The superintendent shall include representatives of Montana Indian tribes on negotiated rulemaking committees formed pursuant to **20-7-101** addressing the development or revision of content standards under subsection (3)(a).

The Seven Essential Understandings Regarding Montana Indians

These seven elements are the guiding principles behind Indian Education for All. Tribal histories and contemporary tribal members, governments, and nations have shaped and are shaping the social and political landscape of Montana. An educated and contemporary Montana citizen has basic knowledge of Montana tribes.

Essential Understandings:

1. There is great diversity among the twelve sovereign tribes of Montana in their languages, cultures, histories, and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.
2. Just as there is great diversity among tribal nations, there is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. There is no generic American Indian.
3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories predate the “discovery” of North America.
4. Though there have been tribal peoples living successfully on the North American lands for millennia, reservations are lands that have been reserved by or for tribes for their exclusive use as permanent homelands. Some were created through treaties, while others were created by statutes and executive orders. The principle that land should be acquired from tribes only through their consent with treaties involved three assumptions:
 - I. Both parties to treaties were sovereign powers;
 - II. Indian tribes had some form of transferable title to the land;
 - III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists or states.
5. There were many federal policies put into place throughout American history that have affected Indian people and continue to shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:
 - Colonization/Colonial Period, 1492-1800s
 - Treaty-Making and Removal Period, 1778-1871
 - Reservation Period – Allotment and Assimilation, 1887-1934

- Tribal Reorganization Period, 1934-1953
- Termination and Relocation Period, 1953-1968
- Self-Determination Period, 1975-Present

6. History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from American Indian perspectives frequently conflicts with the stories mainstream historians tell.

7. American Indian tribal nations are inherent sovereign nations and they possess sovereign powers, separate and independent from the federal and state governments. However, under the American legal system, the extent and breadth of self-governing powers are not the same for each tribe.

Professional Development Plan for IEFA

Topic	Intended Outcome	Delivery Method	Resources	Timeline
Introduction to staff. Incorporation into curriculum planning.	To create in-depth IEFA integration into annual curriculum development.	Directive w/ expert & mentor support	Plan Instructor Support Time	-Begin at August P.I.R. -Designate evaluation during and end of school year.
Individual concept development and progression	To create a more in-depth curriculum with individual Native American cultural concepts through each grade level.	Round table discussion Committee developed	OPI website lessons M.O.R.	-Begin at August P.I.R. -Follow up at a successive P.I.R.
IEFA Resources-Where? How to use?	Best fit resources for staff	Invitation to OPI expert Collaborative curation by all staff	School library resources OPI, National Museum of American Indian	Begin at August P.I.R. and revisit at January P.I.R.
IEFA Best Practices Conference	New instructional ideas; Connecting with educators & resource	Virtual and In-person		March Annually
WMPLC/RESA Region V Summer Offerings	Understanding American Indian history, culture, and contemporary issues. Create accurate IEFA units.	Online. Funded through GGS IEFA Register: https://bit.ly/nasft	Syllabus: https://docs.google.com/document/d/1KVvBLMHCyyaS9Bb3STYB4lw93zRboPGxn4KjhS_bOwo/edit#heading=h.g58008tiq97k	June
Anti-Bias Education	Recognizing bias; Create equitable education experiences	Provided by school counselor to staff and students	Counseling standards Read-aloud Safe schools	PD for staff at beginning of year. Counselor lessons during school year

IEFA Resources Available at GGS

Source Type	Examples	Location	Notes
OPI Created Materials	Long Ago in Montana The Framework	Library OPI website	Lessons/Units Reference
Read aloud	Good Luck Cat Moonstick	Library Teacher collection	
Informational Text	Killing Custer Native American Wisdom	Library Teacher collection	
Media Library	Nakona Media	Online	nakona-media.com
Textbook	Montana: Stories of the Land	Social Studies Classroom	Online component
Novels	Codetalker Birchbark House	Library Teacher collection	
Videos	An Encounter with Lewis & Clark Individual Interviews	Library OPI website	
Outreach Kits	Bison Traditional Games	Museum of the Rockies	\$35 Reserve Request: moroutreach@montana.edu
Hands on Footlockers & IEFA Plans	Lewis & Clark Montana's First Peoples	Montana Historical Society	\$25 Reserve Request form: https://docs.google.com/forms/d/e/1FAIpQLSdWF0xg-X40aMPQKjCZNMobgdiqfIQNHHCLIFTtME0drAYs8g/viewform?pli=1

GGG Framework for IEFA

The GGS Framework for IEFA is based on seven Big Ideas that interpret the seven Essential Understandings. Within each Big Idea, teachers select lessons and resources to apply the concept. Beyond the application of Big Ideas, GGS has established several enduring projects that classes complete annually and have come to be recognized as required components of our curriculum implementation.

Essential Understanding #1 & Big Idea #1

- We examine stories, histories, and artifacts.

Essential Understanding #2 & Big Idea #2

- We recognize and seek to understand individuals.

Essential Understanding #3 & Big Idea #3

- We affirm traditional beliefs in modern affairs. We appreciate and examine oral histories.

Essential Understanding #4 & Big Idea #4

- We can identify and locate Montana reservations. We know that the lands belong to the tribes.

Essential Understanding #5 & Big Idea #5

- We understand that each period of history affects each tribe specifically.

Essential Understanding #6 & Big Idea #6

- We consider multiple perspectives in history. We identify and evaluate bias.

Essential Understanding #7 & Big Idea #7

- We acknowledge each tribe's independence and respect their individuality.

Essential Understanding Instruction by Grade Level

	EU 1	EU 2	EU 3	EU 4	EU 5	EU 6	EU 7
K							
1st							
2nd							
3rd							
4th							
5th							
6th							
7th							
8th							

Content Areas Examples

- ❖ English/Language Arts:
 - *Creation stories; Oral histories, Read-aloud, novel studies*
- ❖ Math:
 - *Beadwork symmetry; Techniques for designing shelters*
- ❖ Social Studies:
 - *Tribal seals; Tribe reports; Sheepeters of Yellowstone*
- ❖ Science:
 - *Three Sister Garden; Bison significance, Astronomy (moon)*
- ❖ Art:
 - *Talking sticks; Winter counts; Beaded medallion; Blackbirds*
- ❖ PE/Health:
 - *Traditional games; Healthy vegetation in Montana*
- ❖ Music:
 - *Powwows; Drumming*

GGG Field Trips Contributing to IEFA Instruction

Location	Grade	Date	Areas of Focus
Expedition Yellowstone	6th	varies	Ancestral People; Archaeology; Legends; Ecology
Museum of the Rockies	2nd	May	Enduring Peoples Exhibit
The Buffalo Jump & Missouri Headwaters State Park	3rd	May	History; Archaeology
Washington, D.C.	8th	May	Smithsonian Museums: History, Cultural Appreciation

Examples of IEFA Projects, Teaching, and Learning

Essential Understanding to Meet Indian Education for All

Grade Level:

Teacher:

Essential Understanding	Date & Activity
<p>#1 There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories & governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	
<p>#2 There is great diversity among individual American Indians as identity is developed, defined & redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	
<p>#3 The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	
<p>#4 Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <p style="padding-left: 20px;"><i>I. Both parties to treaties were sovereign powers.</i></p> <p style="padding-left: 20px;"><i>II. Indian tribes had some form of transferable title to the land.</i></p> <p style="padding-left: 20px;"><i>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</i></p>	
<p>#5 Federal policies, put into place throughout American history, have affected Indian people and still shape who they are today. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> ● Colonization Period 1492 - ● Treaty Period 1789 - 1871 ● Allotment Period 1887 - 1934 ● Boarding School Period 1879 - - - ● Tribal Reorganization Period 1934 - 1958 ● Termination Period 1953 - 1988 ● Self-determination 1975 – current 	

<p>#6 History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	
<p>#7 Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	

Jim Thorpe

By:

Unwaxed Research Paper

2022

“Life is a race, and what matters most isn't when a person crosses the finish line, but how strong they've grown along the way.” That famous quote is from Jim Thorpe it means to keep working and not just stopping when you accomplish one thing. In this writing you will learn about Jim Thorpe's life but not only his success, but also the hardships that pushed him to be who he was.

CHILDHOOD

Jim Thorpe had a rough childhood with many hardships throughout his life. Life did not come easy and he had to fight for every inch.

Jim was born on July 1, 1888, in Prague Oklahoma. He had 2 brothers and 1 sister. His parents were Charlotte and Hiran Thorpe. When Jim was 7 he was sent to a boarding school. Later when Jim Thorpe was only 13 years old his twin Brother Thomas Thorpe died from a snake bite. That was a hard loss for Jim because he was the only thing that made him happy. His Mom died when he was age 14 from a heart stroke. When he was 15 years old he was adopted into a foster home. But in just a few days he was sent back to a boarding school.

EDUCATION

Jim Thorpe had A very tough time learning he was treated poorly and was not able to focus. When there were tough times he managed to stay strong and keep fighting.

When Jim Thorpe was only 7 years old he was sent to Carlisle Indian Industrial School, A boarding school for Native Americans. It treated Native Americans poorly and

forced them to speak English and be like white Christians. They were forced to sleep on the hard floor and got a rag to keep them warm. If he was not careful with what he said or what he did he would be punished. Later when he was 16 he was sent to Haskell Indian Nations University, at this school he would play football for the Haskell Bulldogs.

CAREER AND ACCOMPLISHMENTS

Jim Thorpe was an Olympic star but he was not only an Olympic star he was also a star in many other sports including baseball football and acting.

In 1912 he won 5 out of 6 Olympic contests including Broad Jump, 200-meter dash, discus, javelin throw, and the 1500 meter race. The morning of the races his pair of shoes were stolen so he found a mismatched pair of shoes in the garbage and wore them to get 2 gold medals that day. He played baseball from 1901 to 1903 and was paid 250 dollars per game, in the time that he played he got a .500 batting average but, in the middle of his season he was offered a 2-year contract for 12,000 dollars to come play football for the Chicago Cardinals. He could not pass up on an opportunity to complete his dream to play football.

END OF LIFE

Jim Thorpe had a very interesting life. He died proud of his work and said "If I had to relive my life would not have changed a thing. In 1953 Jim Thorpe died - encouraging people to follow their dreams and not let anything that stops them get in their way.

In conclusion Jim Thorpe had a rough and interesting life he had many hardships but that did not stop him from all those things and who he was meant to be.

Gallatin Gateway School IEFA Student Work Samples



3rd Grade Tribes Project: Traditional Dwelling Model of the Metis



7th Grade Winter Count: Aligns with Oral History unit in ELA and Social Studies reading *Montana Stories of the Land*

Gallatin Gateway School IEFA Student Work Samples



3rd Grade Symbols and Representation of the Blackfeet Tribe

5th Grade Reservation Brochures and *Montana Stories of the Land* Ch. 7 "Two Worlds Collide"



2nd Grade Study of the Sioux and Assiniboine
Dreamcatcher; Tipis; Parfleche

CHAPTER 7 / Comparing Information on a Chart

Using information from your reading, complete the chart below. Then, on another sheet of paper, answer the questions at the bottom of the page.

Indian and U.S. Government Treaties			
	HELLGATE TREATY (1855)	LAME BULL'S TREATY (1855)	FORT LARAMIE TREATY (1868)
Tribal nations involved	Salish, Kootenai, and Pend Oreille	Tribal nations involved were the Blackfeet, The Nez Perce, Cree, Kootenai, Gros Ventre, and Pend Oreille	The Sioux, Blackfeet, Crow, and Northern Cheyenne were on the reservation.
What the U.S. government thought it had agreed to	They thought the tribes had ceded all land, except present day Flathead Reservation, and the Salish would live on part of the Bitterroot temporarily	The U.S. gov't thought they agreed to build railroads across Indian lands and to pay 20,000 a year for ten years and to share hunting grounds	They thought that by forcing Indians onto reservations they could assimilated into Euro-American
What the tribes thought they had agreed to	They thought they agreed to share some of the lands with white settlers and allow roads to cross it for some form of compensation.	The tribes thought they agreed to sign a treaty that solidified friendships with the U.S. They also granted protection from white settlers and offerd.	Promised protection for Indian lands. Gov't thought by providing services like schools, farming equipment, seed, government agencies, and other services
Problems	Some problems wee that the translators were terrible, so they thought that that everybody had gotten what they wanted.	Land was taken over by settlers and miscommunication over the land and details of the treaty	The treaty made confusion between Indians and the gov't. There were three tribes on the reservation

7th Grade Montana Stories of the Land Ch. 7 "Two Worlds Collide" Chart

Long-Range Facility Plan



Reviewed and adopted: May 2024

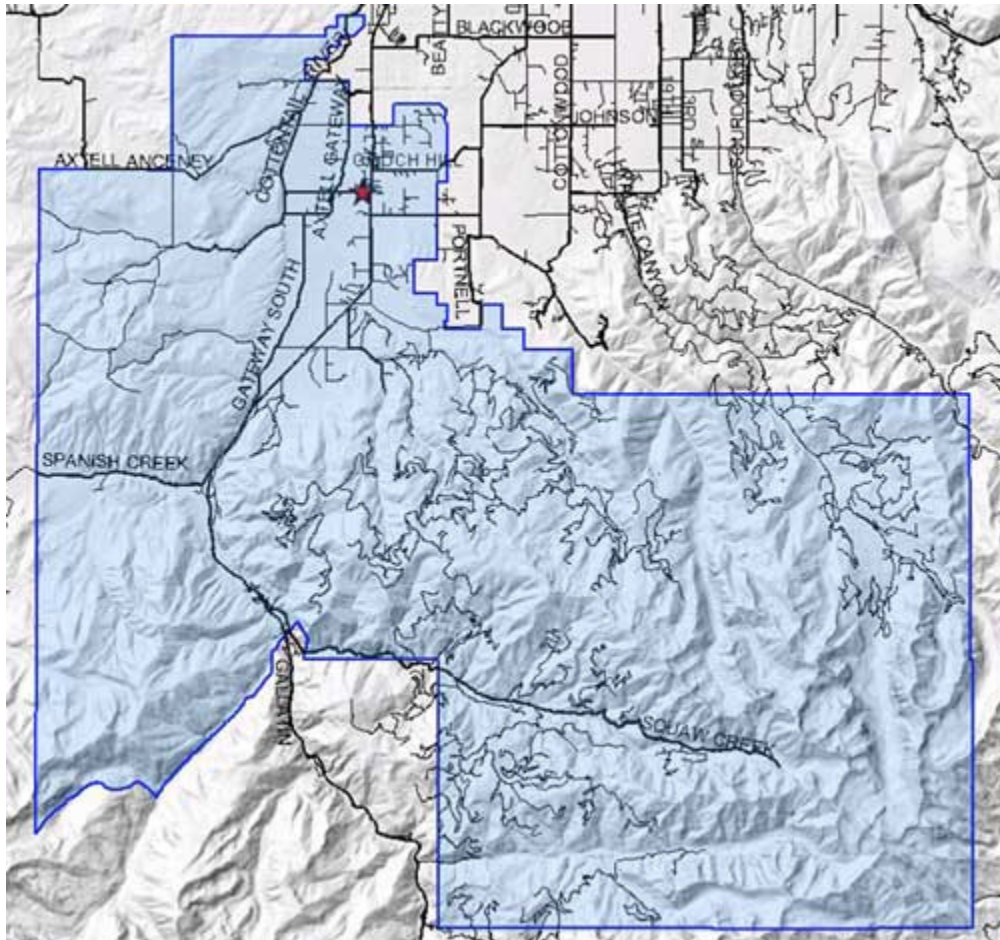
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District Overview

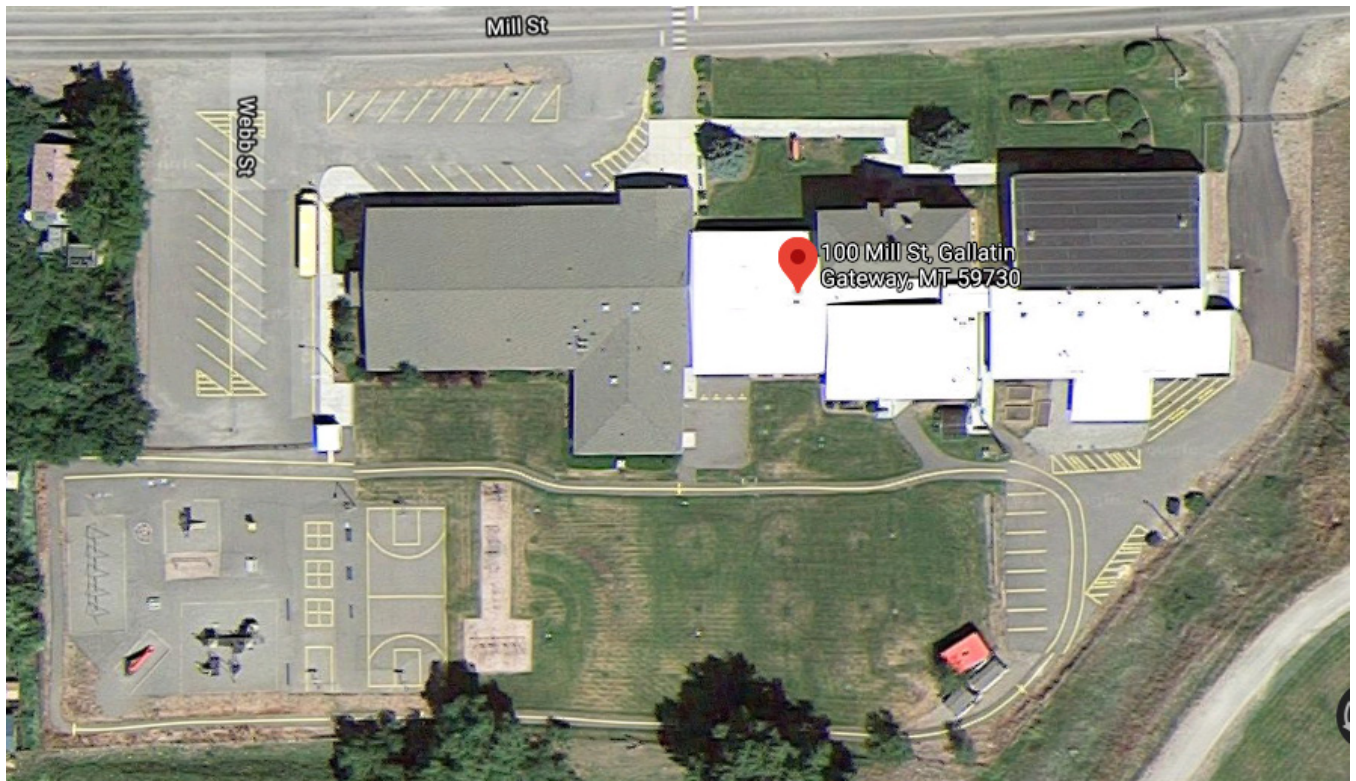
Gallatin Gateway School District is a rural elementary school District in southwest Montana. The District's geographic area includes approximately 175,207 acres and is located approximately 13 miles from Bozeman. The District currently operates one campus comprising a school building, playground, and parking area.



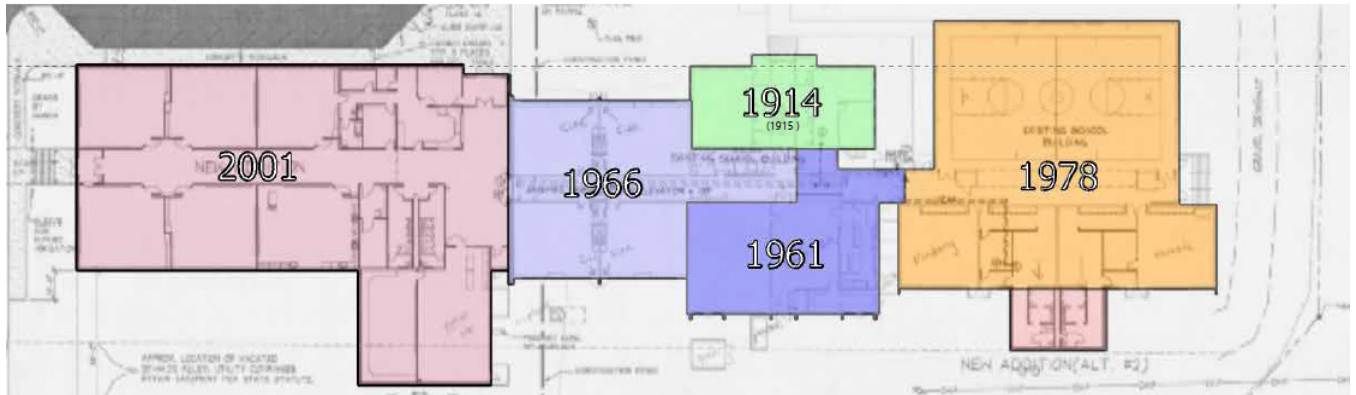
Campus Information

Gallatin Gateway School
100 Mill Street, Gallatin Gateway, MT 59730

Year of original construction:	1915 (1914)
Major renovations:	1961, 1966, 1978, 2001
Lot size (acres):	approximately 3.6
Building size:	35,136 SF
Grades:	K-8
Teaching spaces/Classrooms:	15
Capacity:	236



The Gallatin Gateway School building is comprised of multiple eras of additions as illustrated below:



The Pre-Bond Assessment completed by Cushing Terrell & DCI Engineers in 2020 describes how each addition currently functions and is used:

1914

The original two-story school was constructed and remains at its original location. This structure includes a basement with two floors above. The 1914 school building contained four classrooms, four restrooms, one office, and storage areas. This structure was constructed using load-bearing masonry walls and wood-framed floor and roof assemblies.

1961

The first single-story addition was constructed south of the original school. This included four classrooms, a multi-purpose room, and restrooms.

1966

The second single-story addition was constructed west of the original school and the 1961 addition. This included four classrooms with each pair of rooms sharing a small restroom.

1978

The third single-story addition was constructed to the east of the 1961 addition. This included a gymnasium, locker rooms, and two classrooms.

2001

The fourth and most recent addition was built to the west of the 1966 addition. This included six additional classrooms, restrooms, administrative offices, library & computer lab. Additional restrooms were included as an alteration south of the locker rooms on the far east side of the building.

Building Assessments

Multiple assessments have been completed on the District building in recent years (i.e. 2012, 2016, & 2020) Most recently, in June 2020, Cushing Terrell and DCI Engineers conducted a Pre-Bond Assessment which identified many life-safety issues and identified many areas and systems throughout the building and noted the following in their summary of findings:

“The Gallatin Gateway School was constructed with quality materials and portions remain in serviceable condition. The multiple eras of additions throughout the years have some building envelope repairs that are needed, as well as a roof replacement. Throughout the interior, safety, and security upgrades need to be made in the Main Office area and exiting, to provide further security for the school; thermal comfort and ventilation in the classrooms need improving and updated HVAC systems; fire alarms need to be consolidated, non-serviceable electrical panels need replaced.”

“Most deficiencies identified are related to materials close to, or over, their lifespan. Life safety, building envelope, & safety/security items are the focus for prioritizing recommendations.

The June 2020 report also indicated the following site challenges:

“The primary challenges of this site are due to pedestrian and vehicular circulation for pick up and drop off times, general wear in the asphalt near the playground, visual surveillance from interior to exterior, and building and site drainage which are directing water back towards the building.”

Identified Deficiencies

Per the June 2020 Pre-Bond Assessment conducted by Cushing Terrell and DCI Engineers the following deficiencies have been identified and recommended the following priorities:

- To bring the entire building in compliance with today's building codes:
 - Replacement of the non-rated corridor doors to 20-minute rated doors with closers and smoke seals, replacement of all non-rated glazing (doors & walls) in the corridors with rated/safety glazing, and
 - the installation of an automatic fire sprinkler system (entirety of building).
 - Items specific to the original 1914 building:
 - Add an interior fire-rated stairwell,
 - re-work the fire escape to accommodate a second means of egress from the second floor,
 - redesign of the bathrooms to make them handicap accessible,
 - install an elevator for accessibility,
 - replace the non-rated glazing in doors with safety glazing, patch & repair the holes in the upper floor rooms and re-paint,
 - replace the run of stairs from the first floor to the main level of the building to have consistent riser heights & eliminate the tripping hazard, and
 - re-glaze and repaint the original windows.
 - Other exterior items to be considered on or adjacent to the 1915 building include:
 - brush off the efflorescence patches visible on the exterior brick walls,
 - patch the failing mortar joints,
 - reconstruct the fence and gate (at the exterior fire stair) to accommodate an opening size for egress exiting.
 - Structural systems considerations for the 1915 building:
 - The structural members of the roof and floors are undersized per today's loading standards.
 - The roof and floor systems need to be better tied to the masonry walls to increase resistance to a seismic event
 - The floors and interior side of the walls should be sheathed in plywood to increase resistance to seismic event
- Exterior elements to prioritize include repair of the building envelope failures, such as:
 - filling in voids around windows, doors, and exposed joints in CMU & brick wainscot walls.
 - The mechanically fastened roof membrane appears to be close to its lifespan and should be considered for replacement.
 - Revising the fire exit stair discharge/roof access doorway for adequate exiting requirements and limiting unwarranted rooftop access is recommended.
- The additional interior building recommendations are:
 - to remove and replace the failing VCT flooring in the 2001 portion with a product suitable for the location.

- Safety and security review concludes that the main entry administration offices and lobby are disconnected from key opportunities for visual surveillance. Not being able to see visitors entering the campus and entry doors poses challenges and safety concerns for the school administration. Recommend to provide appropriate visual connections, secure entry lobby, as well as opportunities to shut portions of the school off to public access during after-hour events, and provide adequate exiting.
- Mechanical priorities and considerations include:
 - Update the entire building to modern Direct Digital Controls (DDC) supervisory controller.
 - Improve thermal comfort and ventilation in the classrooms.
 - Update the HVAC systems in all occupied spaces of the building.
 - Replace the Gymnasium Air Handling units with new units.
 - Replace the cafeteria heating unit with a small air handler to handle ventilation, heating, and cooling.
 - Replace the four existing boilers with new high-efficiency boilers.
- Electrical/Fire Alarm/IT Infrastructure Upgrade Priorities and consideration:
 - Upgrade and consolidate fire alarm systems under a single manufacturer and location.
 - Add mass notification functionality for campus-wide audible messaging capability.
 - Replace non-serviceable/dangerous electrical panels and follow up with a campus-wide Arc Flash Hazard Analysis.
 - Address emergency lighting deficiencies throughout the school campus.
 - Provide separate, secured IT space with dedicated cooling/ventilation.

District Educational Program Standards

Gallatin Gateway School community values a small school setting, which currently supports one classroom per grade level, K-8. Gallatin Gateway School is an Accredited Independent K-8 Elementary School. We are a Targeted Title I school, which means that we receive supplemental funding to support students who are

considered academically at-risk. We provide Special Education and Federal 504 services based on Federal and State Guidelines. We value and hold ourselves accountable for the individual success of each student.

Gallatin Gateway School is a one-to-one laptop district. Students take keyboarding in grades K-5, then transition to technology applications at the Middle School Level. The use of technology is an integral part of the learning and curriculum for all students. Maintaining and planning future network and device growth to support the increasing use of technology is a major part of effective facility planning.

Primary classrooms (Grades K-5) are self-contained classrooms where students have the same teacher throughout the day, except for their special classes (P.E., Music, and Art). We offer full-day Kindergarten.

Middle School classrooms (Grades 6-8) follow a traditional Middle School Schedule with seven periods, which include their Core Courses (E.L.A., Math, Social Studies, and Science) and two elective periods. Our community is committed to offering a rich variety of elective courses, including Technology applications, Exploratory Science, Band, Choir, Spanish, Art, and many others.

The Gallatin Gateway School community greatly values a rigorous Music and Art program throughout grades K-8. In grades K-3, students are provided with a comprehensive music curriculum. In grade 4, students begin learning the recorder. In grade 5, all students are included in the band, where they can select an instrument to learn and perform. In grades 6-8, students have the opportunity to continue with band, participate in choir, or learn guitar. Art, including art history, is taught at every grade level, using all mediums.

Maintaining the small school setting, as well as providing a rich accredited academic program requires prudent facility planning that takes into account class size, full-time educators, and spaces that support a vibrant counseling program, Title I, Special Education, and opportunities for individualized instruction based on individual student needs.

School Capacity and Demographics

School Year	Enrollment	OPI Maximum Capacity by number of students (1 class/1 grade)	Recommended Classroom Square Footage (45 ft ² per student current enrollment)
2018-2019	167	236	7515
2019-2020	172	236	7740
2020-2021	153	236	6885
2021-2022	160	236	7200
2022-2023	146	236	7200
2023-2024	137	236	6165
2024-2025	128	236	5,760

Based on the 2023 Demographics Study, enrollment at Gallatin Gateway School is predicted to remain relatively static until 2027-2028, when enrollment is predicted to slowly increase. The study predicts an increase in total enrollment by 27.7% (15 students) from 2027-2033.

Part of the small community feel of Gallatin Gateway School is due to small class sizes. Classrooms have had, on average, 17 students per classroom over the last five years. If the school district were to maximize class size to an enrollment of 236, we could continue to maintain one grade for one classroom. The consequence of maximizing class sizes means that Kindergarten, First, and Second Grade classrooms would each have 20 students. Third and Fourth-grade classrooms would each have 28 students, and fifth-grade through eighth-grade classrooms would have 30 students each. While maximum class sizes are possible, there would be an adverse effect on the small-community feel.

The classroom square footage supports the current smaller class sizes at the recommended square footage -- an average of 45 sq. ft. per student. However, when class sizes increase, the classroom square footage remains finite at 7406 sq ft. The amount of square footage per student decreases, and at a maximum enrollment of 236, the square footage per student would be 36 sq. ft per student. The district could reduce class sizes by increasing the number of teachers and using non-core classroom learning spaces as additional core classrooms (i.e. technology lab, art, music, etc.).

New legislation requires Gallatin Gateway School to consider Non-resident students. While non-resident students make up 25% of student enrollment, the district will be required to pay other districts property tax funding to support non-resident students from our district to theirs. Welcoming students from outside the district increases the district's ability to fund personnel to provide the academic program described in District Educational Program Standards. We receive general fund support from the state and also are provided tax funding from the leaving district. We provide a rich and rigorous curriculum due to the number of teaching staff

we can fund. If we did not welcome out-of-district students this year, for example, we would have to decrease our current teaching staff by three teachers, due to a loss of per-student state funding. This would require at least two grade levels to combine and be taught by one teacher in one classroom. Music and art would also have to become classroom activities, rather than consistent courses taught by qualified teachers.

Future Facility Needs and Options

Meeting District Needs – Now and Into the Future

Phase I: 0-5 years

Based on assessments of the current building structure there are many deficiencies and deferred maintenance needs. In addition to the aforementioned needs, the district is not currently prepared for substantial growth but does have the current capacity for limited growth.

Recommended Solution:

Research and utilize grant funding and capital fundraising to begin remediation of deficiencies and deferred maintenance needs. The district will complete a facilities energy audit to improve efficiencies throughout the building.

Phase II: 5-7 years or 90% capacity

Assuming Phase I is completed. Once the District reaches 90% capacity it will trigger phase II and the district will need to begin the process of increasing the building capacity, updating, and renovating spaces. The 1914 building will be preserved through energy efficiencies to include HVAC, windows, and insulation.

Recommended Solution(s):

Utilize the District's maximum bonding capacity (approx.: \$7M) to update and remodel the current facility with a plan to address future expansion. The district should also continue to monitor options for adjacent land acquisition within the District Boundaries to increase the current footprint of the district. Explore a plan to purchase additional property for a future school site (elementary, K-8, or middle school) within the district boundaries that meets the criteria for potential school sites.

Phase III: 5-10 years or 100% capacity

Assuming no additional construction has occurred (Phase I and II not completed) the district facility will be beyond its lifespan and will have reached full capacity. Once the District reaches 100% capacity it will trigger phase III to increase the building capacity.

Recommended Solution(s):

Explore and develop a plan to demolish the 1966 portion of the building and rebuild a two-story addition to match renovations and additions from phase II. This addition will likely include more classrooms, gym space, and cafeteria space. Modular units could be used to accommodate any capacity exceeding 100% until a plan is developed and implemented. Explore and develop a plan to update, renovate, and expand the district facility. This addition will likely include more classrooms, gym space, and cafeteria space. To meet projected capacity demands increased school capacity and updating will be required. Continue to explore a plan to purchase additional property for a future school site (elementary, K-8, or middle school) or purchase/lease adjacent property to increase the district's footprint within the district boundaries that meets the criteria for potential school sites.

Evaluating Potential School Sites

Upon determining that there is a need for new facilities, a review of potential sites must consider many factors including health and safety, location, accessibility, environment, physical characteristics (soil and topography), acquisition and development costs (including utilities, and coordination with local comprehensive plans. The criteria outlined below are designed to select sites that provide the best environment for the instructional program and learning process:

Safety:

- If adjacent to or near arterial roadways the site must have adequate room on the property to maintain sufficient setback to ensure a good learning environment- preferably a 200-foot
- Easily reachable by emergency response vehicles
- These factors should be avoided:
 - Crossed by high-voltage (500 KV) power lines
 - Close to high-decibel noise sources
 - Close to open-pit mining
 - In a dam inundation area or 100-year floodplain
 - Social hazards such as high incidence of crime, drug use, or alcohol use
 - Areas which allow for air, water, and soil pollution
 - Danger of slides or liquefaction
 - Obstacles such as crossings on major streets and intersections, narrow or winding streets, heavy traffic patterns
 - Remote areas (with no sidewalks) where students walk to and from school

Location:

- Logical for families within the enrollment area
- Proximate to Gateway proper
- Safe walking areas can be provided
- Multiple street approaches available (2+ frontages ideal)
- Provides aesthetic view from and of the site
- Desirable features include a variety of trees and plants or a wooded area for use in education programs such as biology or outdoor learning

Size & Shape

- Minimum of 10 acres
- Length-to-width ratio does not exceed 2:1
- Sufficient open play area and open space
- Potential for expansion for future needs
- Area for adequate and separate bus loading and parking

Soils & Topography

- Stable subsurface and bearing capacity
- Generally, level
- Flat sites preferred; if a flat site is unavailable, choose a site with minimal need for major excavation
- Positive drainage
- Adequate surface and subsurface drainage

Cost & Availability

- Reasonable costs for purchase of property, site preparation including but not limited to, drainage, parking, driveways, removal of any existing building, grading, and environmental mitigation
- On the market for sale or likely be available
- Title clearance- unencumbered
- Condemnation of building and relocation of District residents to be avoided

Facility Improvement Finance Options

General Operating Fund:

Capital improvement projects are large projects that cannot generally be funded from the annual operating budget. However, regular maintenance and upkeep of the facility and grounds have generally been covered by the general fund operating budget and should continue to ensure all systems are operating at maximum efficiency and well-maintained.

Building Reserve (voted levy):

The Building Reserve Fund is used to accumulate funds for future construction, equipping or enlarging school buildings, or purchasing land needed for school purposes. The fund is established upon passage of a voted levy that authorizes the levy for up to 20 years.

The District approved a 5-year building reserve levy in the amount of \$35,000/year (\$175,000 total) in May 2017 to properly maintain equipment, furnishing, remodeling, and retrofitting buildings and grounds of the district. The last year of this levy is FY27.

The levy has been used to cover the cost of improvements such as, but not limited to: bathroom remodeling, painting, plumbing repairs and improvements, sewer repairs, regular maintenance and upkeep of building and grounds, and building assessments and projects associated with the FY21 bond process. Primarily, the funds have been utilized to remediate the HVAC/Boiler system needs in the last two years with 22-23 school year utilizing approximately \$70,000 to repair the aging system.

As of April 18, 2024 the balance of funds was: \$85,940.00.

Building Reserve (permissive levy):

According to SB307 (2017), the trustees of a district may authorize and impose a levy of no more than 10 mills on the taxable value of all taxable property within the district for that school fiscal year to raise revenue for identified school major maintenance projects.

The levy has been used to cover the cost of improvements such as, but not limited to: LED lighting upgrades, gutter repairs/replacements, HVAC upgrades/repairs, building/safety assessments, and safety upgrades such as security entrance upgrades.

As of April 18, 2024 the balance of funds was: \$58,058.00

Debt Service Fund:

The Debt Service Fund is used to budget and pay for a school district's bond debt, including principal and interest payments, agent fees, and/or special improvement district payments (SIDs). This is a budgeted fund with a voted levy. The last voted levy imposed on Gallatin Gateway District taxpayers was in October 2000 for \$1,540,000. The general obligation bonds were paid in full June 30, 2021.

District Bonding Capacity & Taxable Value:

Montana's current limit on debt is 100% of the estimated tax base.

FY21 District Tax base/Taxable Value: \$7,124,119

The Governing Board and Facilities Committee have discussed the possibility of asking for a bond to update and renovate spaces, assist with energy efficiencies (windows, HVAC, solar, upgraded electrical panels, lighting systems, automated systems, etc), deferred maintenance, remodel the 1914 building for usable space, upgrade the playground and community park, updated instructional technology and systems, and purchase/lease property to increase the current footprint.

Conclusions and Recommendations

Gallatin Gateway School District's facility has reached or is beyond its life expectancy in many of its systems and is in dire need of extensive upgrades, repairs, and renovations. In the past, the focus has been to maintain the facilities and perform timely preventative maintenance to preserve facility assets, but the time has come when the District has an immediate need for replacement of many systems such as HVAC, boilers, roofing, electrical, mechanical, plumbing, and flooring.

Therefore, the overall recommendation for the District moving forward would be to:

1. Address all facility deficiencies and deferred maintenance issues.
2. Monitor student enrollment vs. facility capacity retaining the small school community feel
 - a. Maintain our support for Non-Resident Student policy with a threshold of 25% of the total student population -- revise if enrollment reaches 75% of capacity (177 students) to accommodate in-district student enrollment growth.
 - b. Maintain an average student-to-teacher ratio between 17-20 students in each classroom. Utilize non-core instructional classrooms and hire additional staff to maintain the ratio.
 - c. When enrollment reaches 90% of capacity (212 students), recommend Phase II in Future Facility Needs and Options.
3. Explore options for property acquisition and monitor property availability within District boundaries that meet the criteria within this plan for potential school sites.
4. Ensure the District is prepared to move forward at each phase outlined in the plan.
5. Re-evaluate the current plan as each phase is reached and/or completed.

Assessment Handbook/Plan



May 2024

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Purpose: The purpose of a documented assessment plan is to ensure the proper administration of the state assessment. The plan is approved by the Governing Board. Documentation and required forms are kept for Title I monitoring. To use the data to make important and pertinent decisions by school district officials, the data must be as accurate and valid. Following a testing plan will ensure that we are implementing proper policies and procedures and providing evidence of meeting the requirements.

Roles and Responsibilities

Establish roles and responsibilities for the entire certified staff through the KITE website.

Authorized Rep: The Authorized Representative/Principal for a school participating in the mandated Montana Aligned to Standards Through-Year (MAST) assessments is responsible for ensuring that school personnel handling testing materials and/or administering the assessment(s) have received appropriate training regarding testing security and test administration.

System Test Coordinator: The System Test Coordinator is responsible for the training of educators handling testing materials and/or administering the required MAST assessment(s). The System Test Coordinator has oversight for all administration activities including direction for school district staff responsibilities and providing online access to secure restricted-use online test administration portals and reporting test security incidents to the Montana Office of Public Instruction (OPI). Test security is essential to obtain reliable and valid scores for accountability purposes.

Test Administrators: The Test Administrator responsible for administering the required MAST assessments is responsible for ensuring he/she has completed training on test security, test administration and accommodations. It is the professional responsibility and obligation of educators administering MAST assessments to maintain the security of the test and test materials. Only certified staff that has completed all training may administer the state assessment.

STC's log in to MAST and complete the following reports:

Before Testing:

1. Affirmation of Testing Security
2. Affirmation of School System Testing Plans

3. Complete review of all accommodations for students with IEP's/504s.
4. ACCESS for ELLs: Utilize the Accessibility and Accommodations Manual to ensure student data is correct for assessments.

During Testing:

1. Requests for Non-Routine Accommodation Process (as needed)
2. Report Testing Incidents as needed by completing the Confidential Test Incident report
3. AR to complete test administration observations for each assessment administered.
4. Document students who are missing from the assessment.

After Testing:

1. Report non-participation
2. Destroy all scratch paper and items used by students during testing.
3. Review Data Use reporting requirements

Test Training Plan

1. Utilize and review Test Administrator Manuals, Test Coordinators Manuals, all MAST policies, and procedures for state assessments.
2. Establish Test Administrators who are employed by the district and are licensed educators requiring training. Utilize training logs for each event.
3. ACCESS for ELL Training and Certification Requirements:
 - a. Complete training log to confirm credentials and annual training of Test Administrators.
4. MAST, MSA Training and Certification requirements.
 - a. Complete the training log.
 - b. Keep all training certificates from online training for compliance monitoring.
5. Review all Assessment Bulletins and share pertinent information with test administrators. Sign up for this on the OPI Assessment page.
6. Attend all focused webinars to be current on assessment practices.
7. STC to attend the STC Workshop Series and utilize the STC Checklist for all needed websites.
8. At the end of testing, complete the OPI STC Debrief Feedback Survey.

Certified Staff Professional Development (On-line)

Complete the MAST online professional development by _____

Certified Staff Professional Development (In-Person)

Completed by _____ for interim assessments.

Reviewed for Summative Assessments by _____.

1. Each educator involved in the assessments received a copy of Roles and Responsibilities for Test Security Information: Teachers and Test Administrators.
2. Test security, handling of materials, test administration, accommodations, and calculator use –
 - a. Keeping testing materials secure;

- b. b. Not reproducing, discussing, or in any way releasing, sharing, or distributing test questions, stimulus passages, or performance tasks;
- c. c. What constitutes a security breach (specified in the MAST Test Security Manual)
- d. d. Information that a security breach could result in disciplinary action up to and including revocation of a professional license for the person responsible for the breach and that a security breach could invalidate student scores and impact annual accountability determination(s).

3. Procedures for materials handling and test administration outlined in the assessment-specific Test Administrator Manuals, Accessibility, and Accommodations Manuals, Online System User Guides, and the MAST Test Security Manual must be followed.

4. Review the Standardized Test Administration Guidelines document

5. Review the appropriate use of accommodations for students that resemble classroom experiences. (If a child has a special testing location for the state assessment, they should have a special testing location for all assessments. If they test in the classroom regularly, they should test in their classroom for the state assessment.)

6. Review the MAST Ethical Testing Behavior Guidance with all staff administering the assessment.

7. Review with staff what a testing impropriety, irregularity, and breach entails.

a. Breach: Follow the test administrator checklist – Avoiding Test Security Breaches to avoid test security breaches.

b. Irregularities: Two main testing irregularities include coaching during testing and sending student information over a non-secure service such as email. This is why we paper mail copies of testing results to families.

c. Improprieties: An impropriety is the failure to observe the standards, processes, and procedures in administering the assessment. All staff should follow the testing protocols for all aspects of the assessment.

8. Review examples of testing incidents that must be reported:

- Level 1 (lower severity):
 - A student in the testing room is clicking their tongue or otherwise interrupting the other students
 - A student gets up and walks out of the room without permission or someone present
 - A fire drill disrupts the testing session
- Level 2 (medium severity):
 - A TA leaves instructional material on the wall
 - A staff member shares PII in a non-secure manner
 - A TA enters the wrong test settings for a student and the student receives incorrect designated supports
- Level 3 (high severity - may result in student scores being invalidated)
 - A TA views test items and posts them on a social media platform

- A student access content on a smartphone during testing to answer test items
- A TA modifies a student's item responses

9. Review the MAST Data Privacy by User Role and Responsibility document. This outlines the Data Privacy responsibilities of each user group.

10. Following training, all staff complete the MAST Test Security Agreement for Supporting Roles Google Form: [MAST Test Security Agreement for Supporting Roles \(google.com\)](#)

11. Authorized Rep completes Test Security and Student Privacy Assurance Google Form following staff training in the TEAMS application.

Key Information for Training:

Review the AIM Data Collection and provide staff with pertinent dates

Follow procedures for materials handling, test administration, test security, and accommodations as outlined in the following documents:

- Test Administrator Manual (assessment-specific)
- MAST Test Security Manual
- MAST Accessibility and Accommodation Guidelines (assessment-specific)
- MAST Accommodations Manual and Guidance Memo
- Test Coordinators Manual {if applicable (assessment-specific)}

Test Materials

- Test materials must be kept secure when not being used for testing.
- Test materials must not be reproduced (unless directed to do so for specific circumstances or assessments) or in any way released without the written consent of the Montana Office of Public Instruction.
- Test questions may not be shared or discussed.

In the Testing Classroom

- What constitutes coaching?
- What constitutes a security breach?
- What materials can and cannot be displayed in the testing classrooms?

Accommodations Reminders

- Allowable Accommodations: These are described in a student's IEP/504 Plan and should match those used during the administration of the statewide assessments. Standard accommodations do not override standard administration of the MAST assessments or the need for independent work by the students. There is no standard accommodation (including oral presentation) that provides an opportunity for a student to request or receive help on a specific word, phrase, line, pronunciation, definition, item, question, answer choice, or any part of the assessment.

- Accommodations Not Routinely Approved: These must be submitted through the request for accommodation appeals process in the MAST Application. For questions, please contact the OPI Assessment Division, OPIAssessmentHelpDesk@mt.gov or 844.867.2569.
- Follow Published Accessibility and Accommodations Guidelines: Adhere to the assessment specific guidance for accessibility and accommodations as defined by the test company and published by the OPI on the website and the requirements in the MAST Test Security Manual.

Complete the MAST Training Log Template by _____

Test Administration Plan

1. All test administration manuals are available at the end of this document.
 - a. ACCESS for ELLs
 - b. Alternate Math and ELA
 - c. Alternate Science
 - d. General Science
 - e. General Math and ELA
2. Testing Locations
 - a. All students in grades 3-8 will take the MAST Interim and Summative in their homeroom classrooms.
 - b. Small groups will be arranged in other locations for students needing a special setting
3. Assessment Team:
 - a. Administrator
 - b. Test Coordinator
 - c. Technology
 - d. Special Education
 - e. Counselor
4. Role Assignments
 - a. Authorized Representative: Superintendent/Principal
 - b. System Test Coordinator: Student Support Specialist
 - c. Building Coordinator: Superintendent/Principal
 - d. Test Administrators: All Certified Staff
5. Parent Participation Notice for MAST (general), ACCESS, Science
 - a. Utilize the Starting Smarter Parent site to provide parents with helpful information on the state assessment (<https://startingsmarter.org/>)
 - b. Based on the AIM Data Collection Schedule, send parents notification of assessment dates: Interim _____ Summative _____
 - c. The notice should include the following:
 - Purpose
 - Source of Requirement
 - Reports to staff and parents
 - How the district will use data
 - How Parents can use the assessment data
6. Handling Parent Refusals
 - a. There are no opt-out laws for the state assessment for parents.

- b. The state requires all students in public, accredited non-public schools to participate in testing. (Six Things Stakeholders Should Know about Participate in Testing in Montana)
7. Student Participation
- a. ARM 10.56.102 requires that all students participate in the state assessment. The assessments should be administered annually to all students. Utilize the MAST Policies and Procedures for Participation in State Assessments to ensure proper participation.
 - b. ARM 10.56.104 provides information on accessibility and accommodations. We are required to administer the assessment with or without accommodations.
 - i. Students with an IEP must meet eligibility requirements and have their accommodations documented in their IEP.
 - ii. Students with EL needs must be identified as a student with EL needs using the Home Language survey. Follow the Standardized Entrance/Service/Monitor/Exit Procedures for ELs.

Students with Disabilities:

- Students who are eligible to receive services through IDEA or Section 504

English Learners (ELs):

- Students whose
 - native language is a language other than English
 - or
 - who is an American Indian, Alaska Native, or native of the outlying areas
 - and a language other than English has had an impact on the student's level of English language proficiency

English Learners with Disabilities:

- ELs and eligible to receive services through IDEA or Section 504

General Education Students

- Students who do not have an identification as a student with a disability or as an English learner.

- c. Medical Exemption: Students with medical (serious/chronic) can participate in state assessments. There are rare and unique situations in which a student is unable to participate in state assessments due to a documented, significant, and incapacitating condition or an emergency that extends across the entire (or remaining) test window. School districts can request an exemption from testing the student.
 - i. Examples of a significant medical emergency:
Serious car accident, hospitalization, severe trauma, mental health crisis, placement in hospice care
 - ii. Conditions that may not qualify as an exemption:
Short-term illness, minor injuries, certain mental health conditions, pregnancy, parent or student refusal
- d. Medical Exemption Criteria

- i. The child cannot participate in any learning or educational activities in any setting
 - ii. The student cannot participate in any tests, even with adjustments.
 - e. Submitting Medical Exemption Requests:
 - i. STC submit the request via the secure access MAST Application
 - ii. Districts should have appropriate documentation in the student’s file
 - iii. STCs must submit the request after the test window has closed
 - iv. STCs should share as much information as possible without violating FERPA and HIPPA.
- 8. **Before testing**, STC prepares headphones and prints testing tickets for each teacher. Test tickets must be gathered and securely stored after each testing session. Teachers may not keep test tickets in their classrooms. This creates a testing impropriety and irregularity if they keep them in their classrooms.

Test Accessibility

1. In preparation for testing, utilize the AIM Data Checklist to ensure all students are properly enrolled and identified for assessment:

AIM DATA CHECKLIST

- Verify that all students have an enrollment and no overlaps: “*Index>Student Information>Reports: >Duplicate IDs and >Enrollment Status and >Enrollment Summary and >State Enrollment Verification And State Enrollment Overlap.*”
- Enter End Date and End Status for withdrawn students.
- Enter Special Education Exit Date and Exit Reason for exited Special Ed students.
- Verify that all completed Special Education ERs and IEPs are **locked**.
- Verify status of MT Youth Challenge, Job Corps and Montana Digital Academy students and End Date enrollments as necessary.
- Populate “Sort By” field, if applicable.
- Modify enrollments to reflect semester grade level changes.
- Verify those students taking the alternate test are marked in the IEP under statewide assessments.
- Request EL’s Record Transfers upon enrollment, please do not wait to request records. Please see [EL Tool Guide](#).
- Resync enrollment data after entering data and/or uploading files.

2. Special Populations. Ensure that all students with IEP’s/504’s have appropriate documentation in their IEP/504 for accommodations/modifications for the state assessment. Read the Montana’s Three Tiers of Accessibility document.
2. Within TIDE, ensure that all student’s accommodations are appropriately marked for the assessment cycle. Utilize the State Assessment Test Settings (AIM) as a guide to ensure student information is correct. The Individual Student Assessment Accessibility Profile (ISAAP) Tool ensures that all accommodations are correct in the MAST/TIDE system ([ISAAP Tool \(smarterbalanced.org\)](http://smarterbalanced.org)).
3. Review the Usability, Accessibility, and Accommodations Guidelines. (UAAG)
4. EL Exemption Rule: Review this guidance within the English Learner Guidance for School Districts.
5. If we have students who will be completing the Alternate Assessment, please complete the Eligibility Criteria Worksheet and review the Alternate Assessment Eligibility Guidelines.

Test Security

The System Test Coordinator (STC) is required to have the Test Security Plan on record to protect the integrity and confidentiality of state assessments. For the required activities below, formulate the school system evidence used, along with the specific steps taken to ensure these tasks are accomplished on an annual basis. In the description, be specific about the local implementation of these policies and procedures including the timeframe required to implement each step.

1. Review the MAST Data Privacy by User Role and Responsibility document. This outlines the Data Privacy responsibilities of each user group.
2. Keep a copy of the Test Security Manual for reference before, during, and after testing.
3. Review the Test Security Collection Schedule.
4. Review the Test Security Required Action Steps for any impropriety, irregularity, or breach when testing.

Data Use Plan

1. Complete E-grant Assurances (Authorized Rep) in the E-Grant system.
2. ACCESS for ELLs Reports (Counselor)
 - a. Notify families of ELL proficiency from ACCESS.
 - b. Exit students reaching proficiency and re-designate them as formerly EL.
 - c. Download the ACCESS file/reports
 - d. Place student ISR in the cum file.
3. Montana Science Assessment
 - a. Notify parents as soon as practicable after the administration regarding the student's achievement
 - b. Download the MSA ISR, school, and district reports.
 - c. Place the ISR in the student's cum file.
4. MAST 3-8
 - a. Notify parents as soon as practicable after the administration regarding the student's achievement
 - b. Download the ISR, school, and district reports.
 - c. Place the ISR in the student's cum file.
5. State Reporting: Continuous Improvement
 - a. Share results and assess the progress of all students based on assessment information.
 - b. Utilize results for instructional planning
 - c. Review the GEMS longitudinal data warehouse to determine educational program effectiveness.
6. Federal Reporting: Continuous Improvement
 - a. Develop communication to release the Montana ESSA Report Card (Authorized Rep)
 - b. Ensure the school district meets the achievement of at least 95% of all students and 95% of the students in the children with disabilities subgroup who are enrolled in grades for which the assessments are required.
 - c. Share this information in the communication.
7. MAST Application Test Incidents and Non-Participation Reporting

- a. Communicate with stakeholders the resolution processes used by the school for non-participation, testing incidents and irregularities, appeals, alerts and non-routine accommodations.

Appendix

These documents are all found in the Google Drive – Assessment Plan

ACCESS Observation Checklist
Alternate Assessment Eligibility Guidelines
Alternate Assessment Participation Form
English Learner Guidance for School Districts
ESSA Report Card District
FY 2023 STC Workshop Series Schedule
Montana’s Three Tiers of Accessibility for All Learners
MAST Data Privacy by User Role and Responsibility
MAST Ethical Testing Behavior Guidance
MAST Policies and Procedures for Participation
MAST Test Administration Training Log
MAST Test Security Collection Schedule
MAST Test Security Manual
MSA Parent Notification Letter
MSA Science Observation Checklist
Plan 1 Test Administration
Plan 2 Test Accessibility
Plan 3 Test Security
Plan 4 Data Use
Plan 5 Test Training
Published Test Window 23-24
Roles and Responsibilities STC
Roles Authorized Rep
Roles Document TA
Six Things Stakeholders Should Know About Participation and Testing in Montana
Smarter Balanced Observation Checklist
Standardized ESME Procedures
Standardized Test Administration Guidelines
State Assessment Test Settings
STC Workshop Resource Checklist
Test Administrator Checklist – Avoiding Testing Improprieties, Irregularities, and Breaches
Test Security Required Action Steps
WIDA AIM UG

New Business
ACTION ITEM

Non-Resident Student Attendance Agreements

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate) Applications were accepted for non-resident students. We received 4 students new to the district and 23 students returning.

K=	1
1=	4
2=	4
3=	0
4=	3
5=	1
6=	4
7=	6
8=	4
Total=	27

Recommendation: Administration recommends approval of the non-resident student applications.

New Business
ACTION ITEM

Multi-District Agreement

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate) Discuss utilizing \$6,000-8,000 for furniture, age/size appropriate materials including lunch trays, PE equipment, and other miscellaneous items for the classroom.

Recommendation: Administration recommends approval of the use of the Multi-District funds to complete equipping the Pre-School classroom.

New Business
ACTION ITEM

Teaching Position

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate) We have Title I funds (\$35,217) to support an additional staff member (\$46,891). This person would support interventions, enrichment, assessments, and teach study skills. To fund this position, we would need an additional \$11,700 from the General Fund.

Recommendation: Administration recommends the addition of the teaching position for the 24-25 school year to support student intervention and enrichment.

New Business
ACTION ITEM

Preschool Attendance Parameters

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate)

Hours: M-F 8:00 am – 3:23 pm

Room: Primary Wing – K2

Teacher: Mrs. Barnes

Students: 4-5 year olds that do not meet basic proficiency for Kindergarten in reading and mathematics. (Limit is 10 without a paraprofessional).

Philosophy: The Pre-Kindergarten program goal is to ensure students can read and complete math tasks on grade level by 3rd grade as mandated by MCA 10.63.101. The program will include structured play, academic instruction (Reading, Mathematics, Science, Social Studies, IEFA), art, music, PE, and library.

Assessments: STAR Early Literacy; Easy CBM; STAR Math/EasyCBM Mathematics

Children scoring at Novice, Nearing Proficient in reading and mathematics on the district assessments would qualify for attendance in the Preschool program for 4-5 year olds.

Curriculum: The program will be following the NAEYC Early Childhood Standards for all content areas.

Concepts:

Reading: Utilize Foundations for instruction. Instruction and play will focus on oral language development, phonological awareness, and alphabet knowledge. Writing will be introduced to the students throughout the year.

Mathematics: Number sense and operations, measurement, data analysis (counting, sorting, categorizing objects), Algebraic Thinking (patterns – identification, description, and creation), Geometry and Spatial Reasoning (shapes, directional words).

Science: Scientific Thinking and Methodology (investigations, experiments, manipulating objects), Life Science, Physical Science, Earth and Space Science, Engineering (designing and building)

Social Studies: Time (past, present, future), Places, Regions and Spatial Awareness (geography), Physical World (Ecology), Technology (developmentally appropriate technology skills).

Play: Meaningful play will be incorporated into the daily lessons to facilitate the learning of social skills, academic concepts, and self-regulation.

Cost: Legislation mandates that we may not charge more than \$1,000 per year per student for pre-K instruction and programming. We will receive ANB for the 24-25 school year during the 25-26 school year funding.

Recommendation: Administration recommends approval of the Pre-School general plan for the 24-25 school year.

Pre-School Fact Sheet

- Hours:** M-F 8:00 am – 3:23 pm
- Room:** Primary Wing – K2
- Teacher:** Mrs. Barnes
- Students:** 4-5 year olds that do not meet basic proficiency for Kindergarten in reading and mathematics.
- Philosophy:** The Pre-Kindergarten program goal is to ensure students can read and complete math tasks on grade level by 3rd grade as mandated by MCA 10.63.101. The program will include structured play, academic instruction (Reading, Mathematics, Science, Social Studies, IEFA), art, music, PE, and library.
- Assessments:** STAR Early Literacy; Easy CBM; STAR Math/Easy CBM Mathematics
- Children scoring at Novice, Nearing Proficient in reading and mathematics on the district assessments would qualify for attendance in the Pre-School program for 4-5 year olds.
- Curriculum:** The program will be following the NAEYC Early Childhood Standards for all content areas.
- Concepts:**
- Reading:** Utilize Foundations for instruction. Instruction and play will focus on oral language development, phonological awareness, and alphabet knowledge. Writing will be introduced to the students throughout the year.
- Mathematics:** Number sense and operations, measurement, data analysis (counting, sorting, categorizing objects), Algebraic Thinking (patterns – identification, description, and creation), Geometry and Spatial Reasoning (shapes, directional words).
- Science:** Scientific Thinking and Methodology (investigations, experiments, manipulating objects), Life Science, Physical Science, Earth and Space Science, Engineering (designing and building)
- Social Studies:** Time (past, present, future), Places, Regions and Spatial Awareness (geography), Physical World (Ecology), Technology (developmentally appropriate technology skills).
- Play:** Meaningful play will be incorporated into the daily lessons to facilitate the learning of social skills, academic concepts, and self-regulation.
- Cost:** Legislation mandates that we may not charge more than \$1,000 per year per student for pre-K instruction and programming. We will receive ANB for the 24-25 school year during the 25-26 school year funding.

New Business
ACTION ITEM

Technology Purchase

Presented by: Kelly Henderson

Background: (Include funding sources as appropriate) We would like to purchase new desktop computers for the technology lab. This equipment will serve as a hub for Adult Education as well as student use for technology electives and assessment.

We would fund the lab with the use of Adult Education (\$30,000 balance) and Technology Fund (\$20,000) by splitting the balance evenly. The cost of the tech lab is \$21,327.21. We would split the funding 50/50 between the two accounts (\$10,663.61).

Recommendation: Administration recommends approval of the purchase of technology for the lab utilizing Adult Education and Technology Fund.



Pricing Proposal
Quotation #: 24744030
Created On: 4/16/2024
Valid Until: 4/30/2024

MT-County of Gallatin Gateway Elementary School

Inside Account Executive

Mike Coon

100 Mill Street
Gallatin Gateway, MT 59730
United States
Phone: 406-763-4415
Fax:
Email: coon@gallatingatewayschool.com

Jacob Jankow

290 Davidson Ave,
Somerset, NJ 08873
Phone: 732-537-7225
Fax: 732-652-3099
Email: Jacob_Jankow@SHI.com

All Prices are in US Dollar (USD)

Product	Qty	Your Price	Total
1 Dell OptiPlex 7410 All In One - All-in-one - Core i5 13500T / 1.6 GHz - vPro Enterprise - RAM 8 GB - SSD 256 GB - NVMe, Class 35 - UHD Graphics 770 - GigE, 802.11ax (Wi-Fi 6E) - WLAN: Bluetooth, 802.11a/b/g/n/ac/ax (Wi-Fi 6E) - Win 11 Pro - monitor: LED Dell - Part#: VF78N Contract Name: Open Market Contract #: Open Market	23	\$927.27	\$21,327.21
		Shipping	\$0.00
		Total	\$21,327.21

Additional Comments

Dell has a no-returns policy on all products. If an item is DOA, missing, wrong, or visibly damaged in transit, SHI must be notified within 24 hours.

SHI SPIN: #143012572

SHI-GS SPIN (For Texas customers ONLY): #143028315

For E-rate SPI orders, applicant shall be responsible for payment of any outstanding or ineligible costs if USAC rejects reimbursement claim in whole or in part.

Please note, if Emergency Connectivity Funds (ECF) will be used to pay for all or part of this quote, please let us know as we will need to ensure compliance with the funding program.

Hardware items on this quote may be updated to reflect changes due to industry wide constraints and fluctuations.

If you have questions about this quote, you can reach the team directly at:
888-711-2613

If you would like to place this order you may:
email your order to the team:

TeamMontana@shi.com