



**A Student/Parent Guide to
Elementary Schools
2009-10**



Welcome to San Juan School District's Secondary Schools!

Although our district is located in one of the most remote areas in the nation, we are able to offer excellent programs for students. Sometimes however, parents and students are confused about school operations. This guide is one way for schools to communicate with parents about opportunities and expectations in the elementary schools. Please feel free to contact your school or district if you have questions or need help to get additional information or guidance.

District Office

Superintendent Douglas E. Wright	678-1211
Ron Nielson, K-12 Supervisor	678-1213
Lynnette Johnson, Student Services Director	678-1227
Anthony Done, Sp.Ed & Assessment Director	678-1222
Lisa Bradford, Curriculum Secretary	678-1225
Marla Atkinson, Elementary Reading Specialist	678 1804

School	Grades	Principal	Phone
Monticello	K-6	Lance Hatch	678 - 1181
Blanding	K-5	Robert Bowring	678 - 1870
LaSal	K-3	Shelly Thayne	678 -1295
Bluff	K-5	Verona McDermott	678 - 1298
Montezuma Creek	K-6	Rebecca Benally	678 - 1822
Mexican Hat	K-6	Aaron Brewer	678 - 1285

Utah Core Curriculum Standards

Parents and students may view all State Core standards and objectives by accessing the Utah State Office of Education website:

<http://www.schools.utah.gov/curr/main/default.htm>

Student Information Service (SIS)

Parents are encouraged to track their student(s) progress by logging into the District website, www.sanjuanschools.org and clicking the SIS 2000+ link. Parents should view students' grades and attendance on a regular basis. If parents need help accessing this service, they should request assistance from their school's office/counseling center,

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GLOSSARY

ACCOUNTABILITY	Process of ensuring all stakeholders assume responsibility for quality education.
DIBELS	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.
ELL or LEP	English Language Learners—Limited English Proficient
IEP	Individual Education Plans for Special Education Students
IOWA/ITED	Standardized test that students take each fall that compares them to students across the nation.
Remediation	Help for students who are struggling with academic concepts.
SEOP/SEP	Student Education Occupational Plan
SIS	Student Information Systems—tracks student attendance, grades, credits, and demographic information.
SUPPLEMENTAL SERVICES	Schools who do not make Adequate Yearly Progress for 3+ years in a row must offer supplemental services(tutoring support) for students
UBSCT	Utah Basic Skills Competency Test—required graduation test.

Student Education Plans (SEPs)

Parents are encouraged to participate with their student in SEP conferences and activities, held at each school twice a year.

The SEP represents an effort to help Utah school districts prepare students for a smooth and successful transition through the school system and ultimately out of high school and into post-secondary education or the workplace. Through the SEP—celebrations of achievements, goal setting and academic guidance happen.



These processes help students and teachers compile information about students' development, interests, and abilities as they progress through elementary school. The process helps students demonstrate achievements, and equips students with the tools needed to manage their personal development.

WHY SEP?

Student interests and abilities

Through the Comprehensive Guidance Program and the SEP process, students can gain a greater self-knowledge. They can discover individual interests and abilities .

Parents are involved

Students do better when parents are involved in their education. The SEP process invites more parents into the school on a regular basis to plan and monitor their student's progress toward achieving his or her educational goals. The SEP process can help parents understand their student's assessment and achievement data and plan personalized solutions to improve student learning. Participation in an effective SEP process helps parents help students on their way to independence and a successful life. Interpretation of assessment and achievement data can help parents plan with their children personalized solutions to improve student learning.

Setting goals

The SEP process helps students through a coordinated sequence of steps that enables them to:

- Explore possibilities.
- Expand opportunities.
- Plan for education and career goals.
- Review progress toward achieving those goals.
- Access personalized solutions to improve learning.
- Make connections between work in School and the world of work

Elementary Counseling Program

With the additional resources of a federal Safe and Drug Free Elementary Counseling grant, the District has hired 4 full time licensed elementary counselors . This valuable resource allows schools to address many needs children can have that get in the way of academic achievement.

Counselors are responsible for the following 4 areas of student services:

- **Guidance Curriculum** is delivered through classroom presentations and activities, and structured group activities.
- **Individual Planning** is a process that includes activities to assist students and their parents or guardians in planning, monitoring, and managing the student’s learning as well as his or her personal, educational, and career goals. Every school district has adopted policies to support the SEP/SEOP process as an essential element of the student’s education.
- **Responsive Services** meet the immediate concerns and needs of students, usually with a prevention focus, e.g., programs for dropout prevention, student assistance teams, peer leadership, and drug and alcohol prevention.
- **System Support** focuses on program development, implementation, and management, and connects the guidance program to existing family and community support and to school improvement and student achievement.

The counseling program operates on a 3-Tiered Service philosophy.

1. **All** children receive instruction based on *Utah’s Comprehensive Counseling & Guidance Program- Student Outcomes: Standards and Competencies*.
2. **Some** children require extra support and interventions.
3. **Few** children require intense counseling and at times agency referrals

Counselors help lead the school as an active partner in the schools’ Professional Learning Community, by providing data and information about student needs

Counselors can help parents and teacher develop behavior intervention plans, monitor student progress, work with grief and loss groups,

We encourage parents and students to get to know their school counselor and to form a partnership to promote student success.

School	Counselor	Phone
Monticello Elementary	Trevor Olsen	678-2127
Blanding Elementary	Shelby Eldredge	678-2446
Bluff Elementary	Carol Brown	678-1296
Montezuma Creek El.	Carol Brown	678-1261
Mexican Hat Elementary	Camille Rowley	678-2652



GRADES K-6

Required Elementary Core Curriculum

GENERAL CORE:

Language Arts

- Reading
- Writing
- Foreign Language
- Speaking
- Listening

Mathematics

Science

Library Media

Social Studies

- Introductory Citizenship
- Principles and Practices

The Arts

Responsible Healthy Lifestyles

Information Technology

All students with a disability are required to demonstrate mastery of the Core Curriculum. If a student's disability precludes the successful demonstration of mastery, the IEP team, on a case-by-case basis, may exempt the student or modify the mastery demonstration to accommodate the student's disability.



ASSESSMENT INFORMATION

DIBELS

The DIBELS measures were specifically designed to assess 3 of the 5 Big Ideas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The measures are linked to one another, both psychometrically and theoretically, and have been found to be predictive of later reading proficiency

- Measures of Phonological Awareness:
 - Initial Sounds Fluency (ISF): Assesses a child's skill to identify and produce the initial sound of a given word
- Phonemic Segmentation Fluency (PSF): Assesses a child's skill to produce the individual sounds within a given word Measure of Alphabetic Principle:
 - Nonsense Word Fluency (NWF): Assesses a child's knowledge of letter-sound correspondences as well their ability to blend letters together to form unfamiliar "nonsense" (e.g., fik, lig, etc.) words
- Measure of Fluency with Connected Text:
 - Oral Reading Fluency (ORF): Assesses a child's skill of reading connected text in grade-level material word

IOWA

The Iowa Tests consists of two tests that are linked by a continuous score scale: The Iowa Tests of Basic Skills (ITBS) at grades 3,5,8, and The Iowa Tests of Educational Development (ITED) at grade 11. Both tests provide a comprehensive measure of important educational objectives and critical thinking skills.

The Iowa Tests are administered annually to San Juan students, at the beginning of the school year. The analysis of the test results provides insight into strengths and weaknesses, and allows the comparison of student achievement to the achievement of students who attend schools throughout the United States.

Utah Criterion Reference Tests

Each spring students take CRT tests that show how well students learned State identified standards. These important tests not only measure student performance, but determine whether schools have made Adequate Yearly Progress (**AYP**) as defined by the federal government in the No Child Left Behind legislation.

6 Traits Writing Assessment

Students each January participate in a performance based writing assessment. Students are given a prompt and given three class periods to compose a response. Papers are then scored according to a rubric that details elements of good writing. Student scores are used for diagnostic instruction and also to identify English Language Learners.

UBSCT

In 1999, the Utah State Legislature drafted and passed H.B. 33. Among other things, H.B. 33 called for the construction and implementation of a basic skills competency test to be given in the tenth grade. In 2000, the need and desire for a basic skills competency test was reaffirmed by the legislature in the passage of H.B. 177.

10th grade students are required to take the Utah Basic Skills Competency Test. **Students will need to pass this test in order to receive a "basic high school diploma." Students not passing, but who have met other graduation requirements, will receive a diploma that states they have not passed the UBSCT test.**

The test contains three sections, covering three subject areas: reading, writing, and mathematics. Students will have several opportunities to retake any section of the test during their junior and senior year. Once a section is passed, it does not need to be retaken.

Emergency Response Plan/Crisis Management

All schools have posted the
San Juan School District Emergency Procedures Checklist.
Each school also has a comprehensive
Emergency Preparedness Plan.

State Contact Information:

Utah Department of Public Safety-Division of Comprehensive Management
(801) 538-3400 (800) 753-2858

School Level Contact

Principal

District Level Contact

Superintendent Douglas E. Wright

(435) 678 1211

Kit Mantz, Human Resources Director

(435) 678-1270

200 North Main St.
Blanding, UT. 84511



Elementary School Accountability Plan

San Juan School District **School & District Standards**

Overview of School & District Standards

The Elementary Accountability Plan, developed by the district leadership team consisting of elementary school and district administrators, is focused on raising elementary student achievement in San Juan School District. The format of this plan highlights the specific responsibilities of key players: principal, teacher, parent, and students in each of the five areas below. This plan including four addenda pertaining to assessment, goals, professional development, and evaluation will be revised each year according to present needs and mandates.

Communication

Communication is the life blood of a successful school. This section will highlight the specific responsibility of the players dealing with communication.

Curriculum and Instruction

Instruction is the educational process developed and delivered by teacher(s) to bring about student learning. Daily instruction will utilize scientifically based research (SBR) best practices and be integrated with appropriate technology. For specific student achievement goals, refer to Addendum A.

Assessment

Assessment determines student achievement as well as student progress. This section addresses how assessment data is used to improve instruction and meet student needs. For specific assessments, refer to Addendum B.

Environment

Environment is designed to maximize student achievement through the integration of cultural values, positive school climate, and instructional expectations.

Professional Development

Professional development ensures that students are instructed by highly qualified teachers. Educators will be regularly engaged in professional development activities designed to meet district, state, and federal mandates through scientifically based research. For specific professional development needs, refer to Addendum C.

COMMUNICATION

DISTRICT:

District programs and directors will communicate as needed with building administrators to:
Provide clear expectations of all required plans including templates and due dates
Provide timely feedback on newly developed plans
Provide budgets in a timely manner to facilitate a successful school year

PRINCIPAL:

The principal should communicate in all necessary ways with parents and students often to ensure student success.

Publish and circulate a monthly parent newsletter
Hold regular parent seminars and trainings
Utilize parent/School Compact agreements

The principal should meet regularly with individual teachers, grade level teams and staff to:
Set goals
Disseminate current and key information
Analyze current data

The principal should communicate as needed with outside agencies and organizations to assist in achieving student success.

*Communication should remain open and positive to ensure student success.

TEACHER:

The teacher should communicate with the principal and appropriate staff as needed to ensure student success.

Be willing to collaborate and share
Work as a team

The teacher should communicate with parents on a regularly scheduled basis to ensure student success, utilizing as needed:

Newsletters
Calendars
Conferences
Mid-terms
Report Cards

The teacher should communicate with parents as often as needed to ensure student success, utilizing as needed:

Phone Calls
Home visits
Notes
Progress reports
Conferences

The teacher should adequately communicate with students to ensure student success, utilizing as needed:

Goal setting
Specific positive reinforcement
Report cards/progress reports
Conferences

The teacher should utilize and regularly update the SIS grade book program to allow parents access to their child's current academic achievement status.

PARENT:

Parents should formally communicate to their child the importance of education through:

Finding ways to praise and encourage
Monitor and review completed work
Set and monitor goals/evaluate progress
Review with child recent assessments

Parents should communicate with their child's teacher often, utilizing as needed:

Parent/teacher conferences
Notes/letters
Phone calls
Communication about homework such as homework folders/logs.

Parents should communicate with their child's principal as needed.

*Note: Most problems should be communicated to the teacher prior to the administrator.

STUDENT:

The student should talk to his/her parent(s) daily about school.

Homework

Classwork

Academic progress (assessment)

Behavior

Social concerns

The student should communicate as needed with his/her teacher about school.

Homework

Class work

Academic progress (assessment)

Behavior

Social concerns

Students should communicate ideas and concerns openly and honestly with the administrator as needed.

*Note: Most problems should be communicated to the teacher prior to the administrator.

CURRICULUM AND INSTRUCTION

Refer to Addendum A for the current student achievement goals.

DISTRICT:

Direction provided in selecting appropriate scientific based curriculum

Provide instructional support through coaching, interventionists, academic and other supportive services as funding is possible

Provide equipment, technological, and furniture needs to schools as funding is possible

Spend time visiting each school by district and program directors frequently enough to understand the individual school needs

PRINCIPAL:

Be seen as the instructional leader of the school

Review and comment on teachers' lesson plans as needed based on observation and data

Be visible and visit classrooms daily focusing on instruction and classroom management and fidelity to district selected curriculum

Provide scientifically based research, i.e.; curricula, best instructional practices, and behavior

Educate teachers in the process of analyzing data to guide instruction.
Set curricular and instructional goals with staff
Monitor attendance; strive for 95% in school attendance
Work closely with support services such as Special Education, Social Services, Local Interagency Council, and any other appropriate support services

TEACHER:

Prepare and teach from explicit lesson plans with appropriate objectives and pacing, utilizing curriculum as selected by district leadership teams
Analyze data to determine what and how to change instruction
Implement scientifically based research instructional practices
Utilize technology and other resources effectively
Ensure students master skills through fidelity of district adopted programs, i.e.; assessment and pacing schedule
Adhere to CORE curriculum
Monitor attendance; strive for 95% in school attendance
Work closely with support services such as Special Education, Social Services, Local Interagency Council, and any other appropriate support services

PARENT:

Listen to, read to, or read with child every day
Ensure homework is completed

Dialogue with your child about school life to bridge understanding and to build oral language and vocabulary
Monitor student attendance to ensure 97% attendance or better
Work closely with support services such as Special Education, Social Services, Local Interagency Council, and any other appropriate support services

STUDENT:

Complete homework
Read at least twenty minutes every day
Ask your teacher for help when it is needed
Take responsibility/ownership of own learning of curriculum
Attend school 97% or more of the time

ASSESSMENT

Refer to Addendum B for current assessment plan.

DISTRICT:

Continue to develop and improve the current data base
Facilitate the development of a standards based report card
Support schools in data analysis and development of action plans when needed

PRINCIPAL:

Responsible for achievement of all students
Organize a visible system for the review of data with staff to ensure that data drives instructional decisions
Establish and facilitate a leadership team for the purpose of data analysis, leading the creation of intervention action plans based on behavior and academic needs for At-Risk students. The following should be utilized by the team:
DIBELS
Program Specific Assessments (reading & math)
TPRI
CORE phonics
CRT'S ITBS
Behavioral Data (Attendance, Office referrals)

Each school will submit a written plan outlining the organizational process of this Leadership Team to detect early prevention/remediation of learning problems
Monitor progress of intervention action plans developed by Leadership Team
Organize and schedule time, personnel, and other resources for appropriate interventions for **All Students**

TEACHER:

Administer four types of Assessments: Screenings, Progress Monitoring, Diagnosis, and Outcome
Post results promptly to inform principal
Monitor each child carefully. Know their strengths and weaknesses; use school resources to ensure data driven instruction leads to adequate progress.
Responsible to make instructional changes as outlined in the intervention action plan developed by the leadership team
Intervention time must be coordinated with all staff so that At-Risk students also participate in essential instruction by classroom teacher
Participate as a member of the Leadership Team when invited by principal

PARENT:

Review results of assessment with teacher and student as needed
Set goals with teacher and student to promote student achievement
Initiate contact with teacher as needed

STUDENT:

Work toward specific academic goals to obtain mastery in all academic curricula

ENVIRONMENT

DISTRICT:

The district will collaborate with building administrators to create positive school and classroom environments in the following areas:

Cultural values
Student safety
Academic success
Neat and orderly

PRINCIPAL:

The principal shows that education is important in the school by doing the following:
Set an environment to VALUE diversity and culture of students and parents
An environment to VALUE all input by students, parents, teachers & community leaders as members
Evaluate and adjust school activities to accommodate parents
Model high expectations and positive attitude
Be visible and visit classroom daily
Use data, charts, posters, etc., to promote student progress.
Promote a literacy environment
Promote a clean, orderly atmosphere in classroom and the school
Develop within school and community a sense of teamwork and unity

TEACHER:

Teacher shows that education is important in the classroom by doing the following:
Have high expectation of student achievement
Collaborate with colleagues effectively and professionally

Promote a literacy environment
Have high expectation and positive attitude
Promote a clean, orderly atmosphere in the classroom
Participate in and promote a sense of teamwork and unity

PARENT:

Parents show that education is important in the home by doing the following:
Attend Parent Training/Workshops
Provide a literacy environment
Parents are the first teachers to their children
Provide a structured schedule which includes home school work time
Participate in and promote a sense of teamwork and unity

STUDENT:

Students show that education is important by doing the following:
Attending school 97% or more of the time
Obeying school and classroom rules
Being prepared with needed classroom materials

PROFESSIONAL DEVELOPMENT

Refer to Addendum C for the current professional development plan.

DISTRICT:

Coordinate in-service among district departments
Consolidate all individual school professional development needs into one professional development plan
Facilitate district level in-service

PRINCIPAL:

Demonstrate high expectations for self, staff and students to become life long learners by doing the following:

Participate with staff in professional development activities
Know and ensure SBR best educational practices
Work collaboratively with teachers, staff, parents, & students

Adhere to professional district standards
Work closely with Human Resource office to ensure all teachers are highly qualified according to state and federal guidelines
Priorities for multiple professional development demands will be determined by administrators, district directors, and/or Superintendent

TEACHER:

Demonstrate high expectations for self, principal, and students to become life long learners by doing the following:

Continue to learn and grow with staff development
Know and implement scientifically based reading research and best educational practices
Work collaboratively with principal, staff, parents, and students
Adhere to professional district standards
Attend meetings and be on time
All elementary teachers will be highly qualified according to federal and state standards

PARENT:

Demonstrate high expectations for self and students to become life long learners by doing the following:

Attend parent, school and district trainings
Attend your child's SEP conferences
Be aware of and support PTA and school community council. Attend all school activities

STUDENT:

Demonstrate high expectations for self to become life long learner by doing the following:

Attend school 175 days (97%) of the time or more
Come to school prepared to learn and succeed
Obey classroom rules and school/district policies
Be prepared with all needed assignments/complete homework
Read at least 20 minutes daily
Attend your SEP conference

ADDENDUM B

SJSD k-6 Student Assessment & Accountability Document

Administrator and teachers will utilize the previous year's assessment data and/or summer school data to organize classes and learning groups.

The **DIBELS** reading assessment will be administered three times during the school year: fall, winter, and spring. Students will be classified into three categories: intensive, strategic, or benchmark.

Intensive

Students classified as intensive are greatly below grade level and will be progressed monitored no less than weekly. Intensive students will receive increased classroom and school wide interventions. These interventions will be under the direction of the classroom teacher and may include additional instruction from a teacher, aide, parent, volunteer, computer assisted instruction, cross-age peer tutor, or after school or summer school programs.

Strategic

Students classified as strategic are slightly below grade level and will be progressed monitored no less than monthly. Strategic students will receive increased classroom and school wide interventions. These interventions will be under the direction of the classroom teacher and may include additional instruction from a teacher, aide, parent, volunteer, computer assisted instruction, cross-age peer tutor, or after school or summer school programs.

Benchmark

Students classified as benchmark are at or above grade level and will be progressed monitored no less than monthly. Benchmark students will receive adequate instruction to sustain learning level.

Criterion Referenced Test

Students will be administered the state **CRT** in the spring. Students will be classified in math, language arts, and science into four levels: 1-minimal, 2-partial, 3-sufficient, and 4-substantial

1-minimal

A student classified as a 1-minimal demonstrates a minimal competency ability of the grade level core curriculum, and is at great risk at the next grade level. He/she will be highly recommended to attend summer school.

2-partial

A student classified as a 2-partial demonstrates a partial competency ability of the grade level core curriculum, and is at partial risk at the next grade level. He/she will be highly recommended to attend summer school.

3-sufficient

A student classified as 3-sufficient demonstrates a sufficient learning level of core curriculum and is prepared to be successful at the next grade level. He/she will not be recommended for summer school.

4-substantial

A student classified as 4-substantial demonstrates a substantial learning level of core curriculum and is highly prepared to be successful at the next grade level. He/she will not be recommended for summer school.

Iowa Test of Basic Skills

Students in grade 3-6 will be administered the **ITBS** norm-referenced test in the fall. Students scoring below the 41st NCE (35th percentile) in the total reading and/or math score will receive additional classroom or school interventions. These interventions will be under the direction of the classroom teacher and may include additional instruction from a teacher, aide, parent, volunteer, computer assisted instruction, cross-age peer tutor, or after school or summer school programs.

District Writing Assessment

Students will be administered in Jan/Feb the **District Writing Assessment**. Students will receive a score from 1-5 on their writing, with one showing minimal mastery and five showing mastery.

Individualized Education Plan

If a student is on an IEP, then the goals and objectives of that IEP will take precedence in all educational decisions which might include but not limited to summer school, after school interventions, etc.

Retention

Students not meeting minimum standards may be considered for retention as a final intervention. Retention is a last intervention and teachers, administrators, and parents must consult about retention.

ADDENDUM C SJSD K-6 Professional Development Plan 2008-09

Being Updated