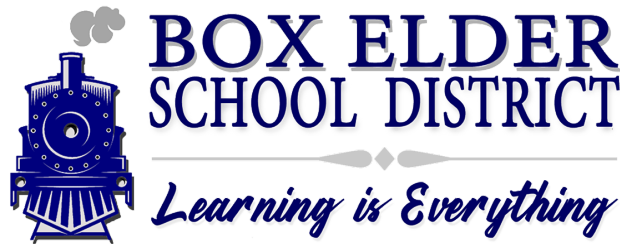


Click Show Document Outline (top left - below toolbar) for links to sections.

:) This is a work in process.  
If there are any categories that need to be added or updated  
please let your Principal know.  
Check back here and there to see changes or additions.

### BESD Faculty/Staff Handbook



#### BESD Mission, Vision, Values, Goals

##### **Mission Statement:**

We will ensure that all students learn at high levels.

##### **Vision Statement:**

Our vision for what Box Elder School District will become includes the following:

#### **Focus on Learning**

- Collaborative teacher teams will identify and unpack the (Box Elder Learning Standards (BELS)) for each course or grade level offered.
- Collaborative teacher teams will create Common Formative Assessments (CFA) using Depth of Knowledge (DOK) questions and aligned to the BELS.
- Collaborative teacher teams will use Common Formative Assessments (CFA) to inform and adjust ongoing instruction.
- Teachers will acquire and implement effective teaching strategies through ongoing professional learning.
- Students will be provided effective Tier 1 instruction, timely Tier 2 interventions, and additional Tier 3 remediations, as needed.
- Students who have demonstrated mastery of the BELS will be provided extensions to deepen their learning.

#### **Focus on Collaboration**

- Every teacher will be part of a collaborative team and will meet at least weekly in a structured setting.
- Teachers will work collaboratively and take collective responsibility for the success of each student.
- Strong partnerships between the home and schools are developed and nurtured to share responsibility for student success.

## Focus on Results

- Collaborative teams will use the data from CFAs to monitor and respond to student learning and engage in conversations about which teaching practices elicited the best results.
- Evidence of student learning (BELS) will be collected in district and state required platforms to measure proficiency and growth.
- Teams ensure that students and parents are aware of the BELS for their course or grade and the progress they are making towards mastery of these standards.
- All students acquire the knowledge and skills to successfully pursue additional training, education, and careers.

## Focus on Culture

- We will foster collective teacher efficacy which is the shared belief that through collective action, all can positively influence student outcomes in all subgroups.
- All staff will work collectively to provide a school environment that is safe (physically, socially, emotionally), and conducive to learning in all student interactions.
- All staff will expand student connections through knowing, involving, celebrating and being a champion for all students.
- We will elevate employee appreciation by recognizing positive performance and contributions, making personal connections and providing support for all employees.
- We will become recognized by Solution Tree as a Model PLC District.

## Values / Collective Commitments

We value and commit to...

- fostering and modeling a growth mindset in students and employees.
- being solution-oriented and looking at challenges as opportunities for learning and improvement.
- being positive and treating everyone with dignity, respect, and courtesy at all times.
- hiring and retaining quality teachers and educational support staff.
- providing ongoing professional learning opportunities for all staff.
- providing quality instructional resources for each classroom.
- cultivating, developing, and maintaining partnerships with local, state, and federal agencies to support our students.

## 504s

Link to 504 Training Slides:

<https://docs.google.com/presentation/d/1ZtfcaMFJ0oLQXxsWcB7PhG6RSO3kxafKr4MIOsJTfww/edit?usp=sharing>

## ASBESTOS

ASBESTOS: This statement applies to the following schools: Lake View, North Park, Grouse Creek, and Century.

By law, each year we need to inform you that we have asbestos in our school. We are in compliance with all EPA standards and regulations. The asbestos is under the school and has been covered to protect occupants of the school. District and state personnel monitor the asbestos levels, which has not been a problem.

### ABSENCES/SUBSTITUTES- ESP

#### **If you are going to be absent - Best Practices:**

- Contact a sub to see if they are available- see your head secretary or direct supervisor for a list of available subs
- Please leave a detailed description of what the sub will need to do, including any supervision duties that you have that day.
- If you are unable to find a sub, please let your direct supervisor know
- Please email/text the head secretary and your direct supervisor so we have a heads-up to your absence and so the secretary can account for your absence in TimeForce

### ABSENCES/SUBSTITUTES- TEACHERS

#### **If you are going to be absent - Best Practices:**

- Contact your preferred sub to see if they are available - if unable to find a sub then let the system assign the sub
- Enter your sub into Frontline as early as possible - Put in absences ASAP
- Please email/text the principal or head secretary so we have a heads-up to your absence.
- Sub Lesson Plans
  - Make sure they are well written - organized, scheduled, the more detail the better
  - Idea: copy teacher manual pages, highlight, and write notes so it is super clear and easy
  - Plan more than enough material
  - All resources copied and ready to go
  - Technology to a minimum (no teaching of technology)
  - No new curriculum teaching (exception of an extended period of time)
  - Provide a description of your behavior plan to assist - noting individual student plans as needed
  - Prepare your students ahead of time if possible and establish expectations for when you are gone
  - Thank the sub for being there - We want subs to feel prepared, organized, supported, and glad they came to our school
  - Team members can help but remember that any help you need from them takes them away from their already full responsibilities to teach and adds stress and frustration to their plate
  - Your team is there to help - but remember they are teaching their class
- Please have one well-written emergency plan for each teacher (team - 4 plans) - one that students will be able to complete at any time of the year

### Need a Substitute?

- a. On the District Website under the Employees tab, we have a **Frontline: How to video** that shows you how to arrange for a sub. Please watch this video to learn how.
- b. To arrange for a substitute, please click on the **Frontline: Request a sub link**. Remember that each employee has 10 sick days and 3 personal days to use at their discretion.
- c. The District Office will be sending a list of usernames and passwords to each school's secretary

- d. For more assistance, contact your school secretary or **Kim Bott** in the district office at [kimberly.bott@besd.net](mailto:kimberly.bott@besd.net) or 435-734-4800 extension 1511.

### Where do I enter an absence?

<https://login.frontlineeducation.com/login?signin=20ff5730872fff7f26bf64f98ac0b0aa&productId=ABSMGMT&clientId=ABSMGMT#/login>

Username: 10 digit phone number of the school

PIN: your unique pin

### Kelly Services Phone Number 1-866-535-5998

A teacher will be able to enter their absence up until one hour before the start of school. After that time, all absences must be called directly into the Kelly Absence and Scheduling Team.

### Notes:

- If you enter a bereavement absence, put the relationship and name of the relative in the notes section.
- Any absence for district meetings or Principal approved absences, will need notes stating which budget will be paying for the absence.

### Summary of Leave Benefits

#### Educators - 9 month teachers (fiscal yr 8/1 – 7/31)

- Leave: Sick 10 Accumulates without restriction
- Personal 3 Accumulates to 13 days, excess over 10 as of June 30, paid out at 1/2 current daily rate of pay
- Death/Burial 5 Husband, wife and/or child
- Death/Burial 3 Grandchildren, mother, father, daughter-in-law, son-in-law, mother-in-law, father-in-law or legal guardian,
- Death/Burial 1 Grandparents, grandparents-in-law, aunt or uncle, sibling, brother-in-law, sister-in-law

#### Misuse of Leave:

##### 4-4 Misuse of Sick Leave

4-4-1 Educators are expected to act in a professional manner when using their sick leave. In the event an educator misuses his/ her sick leave he/she will forfeit pay for that day(s) and the substitute wages will be deducted from the educator' pay. The sick leave days used will not be reinstated. The board may request verification of the need for sick leave if they believe misuse has occurred.

#### Converting Sick Leave Days to Personal Days:

4-6-2-5 An employee may make a request to the personnel director to convert up to five days (or equivalent hours) per year to personal leave. The employee will provide a written explanation for the need to have the days converted. Sick leave days cannot be converted until all personal leave days have been used. **The educator must have a minimum of 35 accumulated sick leave days (or equivalent hours)** before this benefit would be available to them. These converted sick leave days cannot be returned to the educator's sick leave account.

For the entire policy, please refer to this link: [Leave Benefits](#)

## **BEHAVIOR MANAGEMENT**

In our district, we believe in positive classroom management through the Big 8 and setting clear expectations using CHAMPS. To receive training on CHAMPS, contact [Jacqueline Whitaker](#). We follow district policy 5282 on [Student Behavior Management](#).

We follow the STOIC framework, which includes:

- S- Structure and organize your room for success
- T- Teach expectations and rules
- O-Observe and monitor
- I- Interact positively
- C- Correct misbehavior fluently

Our district uses Educator's Handbook to record student behaviors and interventions. To log behaviors, you can download the "Incidents +" app from Educator's Handbook, or visit the website at <https://incidents.educatorshandbook.com/>

Refer to this document for Educators Handbook levels and appropriate response: [Educator's Handbook Levels](#)

## **BESD BEST PRACTICES AND EXPECTATIONS**

- Weekly Parent Letter
  - BESD Requires a weekly parent communication. In this communication please include the following:
  - Celebrations from the previous week,
    - Classroom news, and upcoming events
    - A summary of the learning targets that will be taught next week.
    - Any other information to help parents know what is going on.
  - **Parent communication is exchange for 1 PTC Day**
- Tier 1 Instruction
  - We believe that all students can learn at high levels, and that we can make sure that happens.
- Learning Targets & Success Criteria
  - Learning Targets show students what success looks like before the lesson begins. Learning Targets should be used with Success Criteria. Learning Targets describe what students are expected to learn, while Success Criteria should describe what success looks like when the learning goal has been met. Targets should be posted and discussed at the beginning of the lesson, then reviewed at the end of the lesson.
  - Analyze your Success Criteria:
    1. Is it written in student friendly language?
    2. Is it in the order that you teach it, or from low rigor to high rigor?
    3. Is it missing steps?
    4. Are there at least three bullet points?
    5. Could a student use it as a checklist?
    6. If you used it as a "real-time" assessment checklist, would you know where students needed additional support?
- 7. Explicit Instruction:
  - What does the learning environment look like?

- Students Teaching others, Discussion, Practice, Demonstration, Audio Visual, Reading, Lecture
- This would look like, I do, We do, You do in ELA. In Math with our new program it looks like Launch, Explore, Debrief.

#### 8. Engagement:

- Teachers focus and sharpen their student's active engagement through questioning strategies and purposeful, thought-provoking activities. Teachers prepare questions and plan learning experiences that actively engage all students.
- Remember to avoid Open questions, and focus on Engagement strategies

#### 9. Feedback:

- Feedback should be our focus over grading. Feedback should be timely, specific, kind, helpful, and it should help them move to better proficiency on the learning targets.

#### 10. Formative Assessments:

- Any assessment can be a formative assessment as long as it helps guide your instruction. We need to ask ourselves, What do we do when they don't get it? Then we need to use that information on the spot, and through our collaborative meetings to adjust instruction.
- Please make sure that you are using the appropriate amount of each DOK (Depth of Knowledge) Level.

#### 11. The Big Eight Management Strategies

- The Big Eight are engagement skills that teachers can use in their classroom. It comes from the book entitled, *Class Acts* by Annette Brinkman, Gary Forlini, and Ellen Williams. This book outlines these eight strategies that can be used by teachers when working with students. We know from research that in order to maximize student learning and retention we must capture the student's attention. We must engage them. These particular eight strategies can be used by the teacher on a daily basis to increase student's engagement in the lesson. The Big Eight are as follows:
- **1. Expectations**  
We know from research that we need to be clear about what we expect from students. We need to clearly define the specific behaviors and procedures that we want our students to follow. We should also demonstrate and/or teach the expected behaviors. We must allow for opportunities for students to practice what we expect and we should continue to reinforce and reteach.
- **2. Attention Prompts**  
This is a strategy that helps students to focus. They are typically verbal or visual prompts that the teacher uses to capture the students attention. If students aren't attending they will not be obtaining the information you are trying to teach. Teachers can be creative with the types of prompts they use that they find success with their students. They might hold up their hand as a signal to stop. They might turn off the lights. They may just stop teaching and pause until their attention is regained. Whispering can also be an effective attention prompt. Prompts can even be musical.
- **3. Proximity**  
Proximity is where teachers are very in tune with their class and the environment. They are scanning and watching students carefully. When they notice a child that may be starting to get off task or engage in inappropriate behavior the teacher can communicate through the way they position themselves in the classroom. Just walking over and standing next to the student may be all they need to get back on track. The elements of proximity are positioning, visual scanning, and presence are all part of this strategy.
- **4. Cueing**  
Cueing is closely related to the strategy of setting expectations. In cueing the teacher reinforces the student's **positive actions/behavior** through verbal recognition. This can be done individually, within a group, or in front of the whole class.

- **5. Signals**

Signals are physical indicators that students understand the direction from the teacher. An example would be for teachers to ask students to raise their hand once they get their math books out. They might also point to the title of the chapter you want them to open to. Signals are a kinesthetic way to have students show they understand and have completed the directions.

- **6. Time Limits**

Setting time limits for children can help them to focus on their tasks. The teacher should be setting time limits through the instructional day. Children need to know the time constraints for starting their work, finishing their work and for transitioning as well.

- **7. Tasking**

Tasking is when teachers use concise and clear directions for students to ensure they are always actively engaged. When students don't know what is expected of them problems may occur. Teachers need to plan their lessons so that students are always actively engaged. We know from research that students learn best by doing. We must keep them actively engaged. If students complete an activity before the majority of the students, they should know what is expected of them. Students might want to practice their understanding of the water cycle by drawing it out on the whiteboard if they are done with their work. Tasking involves excellent planning on the teacher's part and an awareness of what students are doing at any given time.

- **8. Voice**

The teacher's voice can play an important role in engaging students. Think about listening to a low monotone voice in the classroom versus a teacher using a voice with excitement and passion. A teacher's pitch, tone, diction and cadence can have a direct impact on student engagement. Teachers can also demonstrate respect for their students by the words they choose.

## CALENDARS

### District Calendar

- School faculty calendar and school calendars are found on Google Calendar.
  - If you do not have access, email your Principal to share them with you.

## CIVIL RIGHTS DISCLOSURE

- <https://www.besd.net/page/civil-rights-disclosure-english>
- <https://www.besd.net/page/civil-rights-disclosure-spanish>

## CLASS DISCLOSURES

Policy 4078 requires each class to have a class disclosure document. The following things should be included in this disclosure.

- A brief description of the class/grade level objectives, including Essential Learning Standards for the grade.
- A statement on attendance and tardiness and the impact of such on student achievement.
- A statement on how proficiency will be measured using **standards based** practices that may include:
- A grading rubric;
  - A statement on how extensions, and interventions will be provided
  - A statement on or a listing of class rules and/or expectations;
  - A statement on any additional materials that may be useful;
  - A statement offering accommodations for qualifying individuals with disabilities;

Notation of how to contact the teacher and when she/he is available to meet with parents and/or students;

- Grading: Box Elder School District uses standards based grading. We should only be putting in the gradebook the results of formative assessments on a weekly basis, and not daily assignments. Students are graded on a scale of

1- Below proficiency

2 - Approaching proficiency

3 - Proficient

4 - Exceeds expectations

The BESD Elementary Progress report will be sent home at the end of each trimester. Any other information that you wish to send home will be your responsibility. Your grading practices should be able to fit on two pages front and back.

- Homework:
  - The purpose of homework is the improvement of the learning process by reinforcing acquired skills and by engaging in preparatory activities such as reading for background. Teachers should limit homework assigned to students as it has a low impact on student mastery of skills, and many of the things students need to learn are mastered through in class activities.
  - Homework should only be assigned to students at their “independent” level. Please ensure that assignments made are necessary and useful, appropriate to the ability and maturity level of students, well explained and motivating, and clearly understood by students.
  - It is expected that every teacher encourages participation in at-home reading by supporting the school reading program.
  - Some students do not have the support they may need to successfully complete homework each night; therefore teachers should make necessary accommodations for these students.

### CLASS WALLET

Legislative money will be accessed only through Classwallet and is to be used for classroom supplies. Here are some things to remember:

1. Access through [ClassWallet](#)
2. Watch for notification when this money is available.
3. Use a **separate** receipt for any purchases you want to submit to Classwallet.
4. Do not purchase personal items on the same receipt as reimbursable items.
5. Money must be spent before March 31st or as instructed by the district.
6. This is a “use it, or lose it” account.

### Class Wallet - Teacher supply money

- a. On the District website under Employees, click on the classwallet link. An email from Classwallet will be forthcoming and will allow you to create an account and access your money.
- b. **For teachers grades K-6**
  - i. Steps 1-3 on salary schedule each receive \$250
  - ii. Steps 4 + on salary schedule each receive \$175
- c. **For teachers grades 7-12**
  - i. Steps 1-3 on salary schedule each receive \$200
  - ii. Steps 4 + on salary schedule each receive \$150



- d. You can spend your money two ways
  - i. First, you can buy things through classwallet and it will be delivered to your school.
  - ii. Second, you can buy things at any store and save your receipt and then upload the receipt to classwallet. The only issue with this method is it costs \$1.00 per transaction. (Not receipt, but per transaction). You can save up multiple receipts and turn them all in at once. The district will give an extra \$5 to help cover this cost.
- e. **The deadline to spend your money is the last day of school.**
- f. For more assistance, please contact Tami Bingham in the district office at [tami.bingham@besd.net](mailto:tami.bingham@besd.net) or at extension 1128

Any supplies requested from home must have the following statement attached, “NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL.”

### COMPLIANCE AND PROFESSIONAL AGREEMENT

Due to the principal at the beginning of each year.

Certified: [Click for Form](#)

Classified: [Click for Form](#)

### CONTRACT

The contract for 2022-2023 for certificated teachers will be 186 days.

#### 186 Day Contract Breakdown

- 178 School Days
- 3 Teacher Prep Days (Can use leave)
- 1 Parent Teacher Conferences (Can't use leave)
- 1 1 Day (typical workday equivalent) Communicate with parents and students through positive notes, emails and phone calls. This day will be worked outside of contract time.
- 3 Professional Development Days (Can't use Leave)

All 186 days are built into the contract. For those PTC or PD days that are missed, they will be subtracted from the employees July 31st paycheck.

**Teacher Contract Time: a total of sixty (60) minutes scheduled before/after the student's school day as defined by your school administrator.**

3204

#### CATEGORY 2 EDUCATOR'S HOURS AND TEACHING LOAD

##### 2-1 Professional Attitudes and Practices

2-1-1 The educator should be in the school building early enough and stay late enough to accomplish his or her organizing and programming and to give guidance, counseling and professional help to students who may need assistance. Therefore, educators should see that their duties are properly performed and maintained. **The contractual day for elementary educators will be seven (7) hours and twenty (20) minutes including a total of sixty (60) minutes scheduled before/after the student's school day. The sixty (60) minutes before and after school will be set by the administration and faculty to meet the needs of each elementary school.** The contractual day for intermediate, middle and high school educators will be seven (7) hours and forty (40) minutes including a total of forty (40) minutes

scheduled before/after the student's school day. The forty (40) minutes before and after school will be set by the administration and faculty to meet the needs of each secondary school.

## KEYS

Keys are given to staff members to assist them in performing their necessary duties as employees. Since the loss or mismanagement of keys poses our greatest security threat, it is important that the following guidelines be followed:

- All keys in possession should be reported yearly in order to keep the key inventory records accurate.
- NEVER LOAN KEYS to students or non-employees who are not duly authorized by the school administration to have them. This includes the children of staff members. If a staff member provides anyone access to any area of the building, he/she must personally unlock the area and remain there to supervise and secure the area when leaving.
- Never leave keys unattended where someone may pick them up.
- Carry only those keys that are necessary to perform assigned duties. All unnecessary keys should be given to administrators.
- Do not duplicate school keys. If additional keys are needed, they should be obtained from the Administration.
- Keys should not be left in mailboxes or given to substitute teachers. Custodians or administrators will unlock and lock up doors for substitutes.
- Keys should not be carried on a ring with any label or tag that would identify them as school keys.
- Report any lost keycards or keys asap.

## LICENSING

### Licensing Status/Questions

- a. Each teacher hired by the district this year is on a provisional status for the first 3 years of employment.
- b. Under the **Employee link**, you can find additional information about licensing by clicking on the **Educator Licensing** tab.
- c. Whenever you are sent information regarding your license please pay close attention. Procrastinating on license information could result in your license expiring.
- d. For more Assistance, please contact Maegan Heiner in the district office at [maegan.heiner@besd.net](mailto:maegan.heiner@besd.net) or 435-734-4800 extension 1110 or Keith Mecham in the district office at [keith.mecham@besd.net](mailto:keith.mecham@besd.net) or at 435-730-4659.

Steps:

- Background Check:
  - If you have not had a Background check since July 2015:
    - Background Check: <https://secure.utah.gov/elr/welcome.html?r=1016061186>
    - Start your background check before getting your fingerprints done
  - If you have had a Background check after July 2015 - no Background check needed.
- Renewal Form: <https://www.schools.utah.gov/file/b947f545-ffa2-4f09-81e5-8ea3023c0171>
  - Professional Learning Points
    - minimum: 100 points
- 2 hours of Youth Suicide Prevention Training
  - Class Links - Canvas Online PD - Suicide Prevention Course
- Student Data Privacy Course: <https://usbe.instructure.com/courses/75/>
- Ethics Review: <https://secure.utah.gov/elr/welcome.html?r=1016061186>
- Online Renewal - Expired License Renewal: <https://secure.utah.gov/elr/welcome.html?r=-1752507031>

## LUNCH INFORMATION

Teachers and staff are welcome to eat school lunch.

- Faculty and staff may not have a negative balance in their lunch account. Please prepay.

- You may pay into your lunch account at the office. You can pay into it by the day, week, month, or as needed.
  - You may now pay for your lunch account online:
    - [https://secureinstantpayments.com/BoxElder\\_School\\_Faculty](https://secureinstantpayments.com/BoxElder_School_Faculty)
- You will be notified when your account is out of money. (As per District policy you may not carry a negative balance).

## **OBSERVETAB**

**ObserverTab Tool Preview: username and password: *besdteachers***

**Website:** [ObserverTab](#)

### **New Teacher Login Information:**

**Username:** district email address - example [kirk.herbstreit@besd.net](mailto:kirk.herbstreit@besd.net)

**Password:** Teachers - case sensitive - Will be prompted to change it on first login

### **Returning Teacher Login Information:**

**Username:** district email address - example [kirk.herbstreit@besd.net](mailto:kirk.herbstreit@besd.net)

**Password:** whatever teacher created

\*\*\*\* if a teacher or administrator forgets their password, they can click “Need Help logging in” on the main website above or can contact technical support by email [tech\\_support@observetab.net](mailto:tech_support@observetab.net) or by phone **929-265-4131**

## **PARENT TEACHER CONFERENCES**

The purpose of the conference is to share the students’ current proficiency, rather than work completion, and potentially setting a goal on how to make it to the next proficiency level. Acadience data must be shared there, and 1st, 2nd and 3rd grades need to hand out the Reading Below Grade Level letter.

### **Conversation guide for PTCs.**

Report cards are for end of term, however it is appropriate, but not necessary to share them at PTCs, as this could guide your conversation about proficiency.

Grades 1-3 are required to let every parent know if their child is on grade level in reading based on the Acadience test. The principal or coach will give that letter to teachers before conferences for each child reading below level.

If someone does not show up, please make 2 attempts to meet with them, and offer a zoom meeting if they can't come in person. The goal is to have a conversation with each family.

Report to the principal after conferences how many you had (27/27).

## **PAYCHECKS**

To check your pay stub:

- Go to besd.net
- Go to the bottom of the page and look under Useful Links
- Click on Alio ESP
- Login

## **Getting Paid**

- a. Each employee will get paid the last working day of the month beginning August 31st through a direct deposit to a banking institution of their choosing.

- b. Employees may check their pay stubs by looking under the employees tab and clicking **Alio/Payroll** and logging in. There is also a quick link on the main page at the bottom left. This number was given in your paperwork when you signed your contract. If you have forgotten this number, you can click on the **Alio ID Lookup** link and retrieve it.
- c. For more assistance, please contact Maegan Heiner in the district office at [maegan.heiner@besd.net](mailto:maegan.heiner@besd.net) or 435-734-4800 extension 1110.

### Lane Changes / Salary Schedule

- a. The salary schedule can be located by **selecting the Human Resource department** under the department link and then clicking on **Salary Schedules**. There are 5 lanes based on educational degrees/endorsements and twenty-six steps based on years of experience.
- b. A teacher may apply for a lane change at any time. The application is located under the Human Resource link under **Lane change application**.
- c. For more assistance, please contact Maegan Heiner in the district office at [maegan.heiner@besd.net](mailto:maegan.heiner@besd.net) or 435-734-4800 extension 1110.

### Insurance & Benefits

- d. On the District website under the Employees Tab, there is a Benefits Booklet link. This will help answer most of your insurance questions.
- e. Health Insurance - Our provider is PEHP
- f. HSA - We deposit \$300 into each employee's account that takes and qualifies for insurance. For those that qualify but don't take the insurance, a deposit of \$300 will be placed in a 401K at URS.
  - i. For those that select the \$4000 / \$8000 plan, there will be an additional deposit.
- g. Optional Coverage - Dental, Vision, Life Insurance, HSA
- h. Must elect or waive insurance benefits on or before: Wednesday August 21st at NOON.***
- i. For more Assistance, please contact Cindy Romney in the district office at [cindy.romney@besd.net](mailto:cindy.romney@besd.net) or at extension 1112.

### Utah Retirement System

- a. Each of you will be receiving in the mail a letter concerning the Utah Retirement System or URS. If you don't, please contact, Cindy Romney at [cindy.romney@besd.net](mailto:cindy.romney@besd.net)
- b. Most all of your questions can be answered from the URS website that can be accessed under the **Employee Link** and then clicking on the **URS/Retirement** link.
- c. For more assistance, please contact Maegan Heiner in the district office at [maegan.heiner@besd.net](mailto:maegan.heiner@besd.net) or 435-734-4800 extension 1110.

### PLC

All teachers are expected to participate in their Professional Learning Community teams each Wednesday. This time is important and will be treated as such. Teachers will not schedule meetings, take phone calls, or do other activities during PLCs. We also ask that you limit absenteeism on this day.

### PLC Expectations

Below are the PLC expectations for Box Elder Schools:

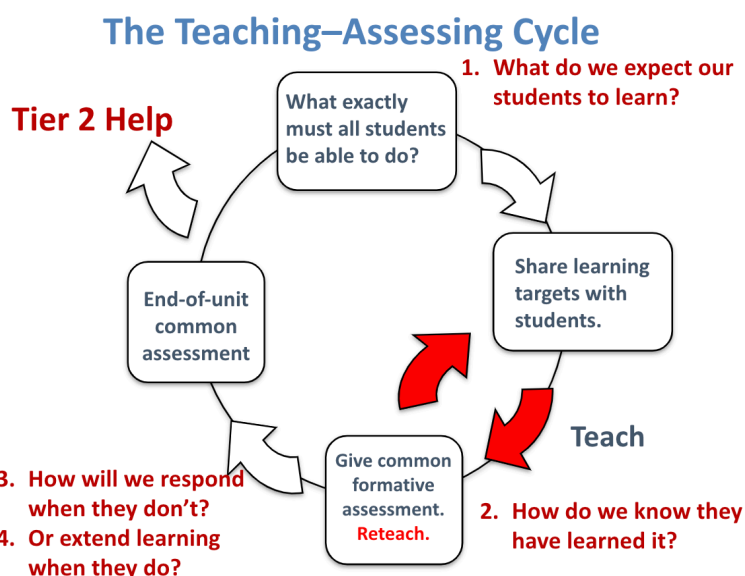
- Meet for 1 hour weekly and use
  - Agendas
  - Data protocols
- Unpack BELS
- Create Unit Plans for the Essential Standards
- Use Common Formative Assessments based on the BELs.

- With appropriate DOK levels.
- Used to inform and adjust instruction.
- THE POINT OF THE MEETING IS TO TAKE ACTION ON THE DATA.
- High quality Tier 1 instruction
  - With additional Tier 2 interventions
  - With additional Tier 3 remediation
- We look at proficiency and growth.

#### BESD Tight/Loose - The Box Elder Way

<b><u>“Tight”</u></b>	<b><u>“Loose”</u></b>
<b>WHAT DO WE EXPECT ALL STUDENTS TO LEARN?</b>	
All educators work in collaborative teams that take collective responsibility for student learning rather than work in isolation.	<ul style="list-style-type: none"> <li>● Teams will determine their agendas, norms and protocols that will govern the work of their team.</li> </ul>
Teams will use district approved curriculum and evidence based instructional strategies for Tier 1, Tier 2 and Tier 3 instruction.	<ul style="list-style-type: none"> <li>● Teams can select evidence based instructional strategies that they determine work best for the particular learning activity.</li> </ul>
Teams implement a district guaranteed and viable curriculum (BELS) and pacing guide in each course.	<ul style="list-style-type: none"> <li>● Teams determine the concepts and skills students must acquire in each of the BELS and establish pacing for each unit of instruction.</li> </ul>
Teams ensure that students and parents know of the BELS that will be taught for their courses.	<ul style="list-style-type: none"> <li>● Teams can use disclosure statements, emails, webpages or other means to disseminate this information.</li> </ul>
<b>HOW WILL WE KNOW WHEN THEY HAVE LEARNED IT?</b>	
Teams will create and administer common formative assessments (CFA) and common summative assessments (CSA) and will grade each assessment consistently.	<ul style="list-style-type: none"> <li>● Teams choose the format, grading criteria, and proficiency for each assessment.</li> </ul>
Teams will analyze results from the assessments to provide students with interventions or extensions.	<ul style="list-style-type: none"> <li>● Teams will determine when and what type of data is brought to their meetings.</li> </ul>
Teams will identify the most effective teaching strategies that yield the best results to be used during interventions.	<ul style="list-style-type: none"> <li>● Teams will determine which strategy will be used to intervene on a skill or concept during intervention time.</li> </ul>
Teams will administer the approved district and state assessments.	<ul style="list-style-type: none"> <li>● Teams work collaboratively with the administrator to create a school testing calendar.</li> </ul>
Teams will update proficiency data weekly in the electronic gradebook.	<ul style="list-style-type: none"> <li>● Teams determine which day to update their electronic gradebook.</li> </ul>
<b>HOW WILL WE RESPOND WHEN THEY DON'T LEARN?</b>	
Schools will provide a system to support interventions during the school day.	<ul style="list-style-type: none"> <li>● Schools will develop the system and schedule to ensure interventions occur.</li> </ul>
Intervention is timely, required, and is focused on specific skills and does not remove a student from new instruction.	<ul style="list-style-type: none"> <li>● Teams can determine the frequency of the intervention and what the specific skills or concepts that will be addressed.</li> </ul>
Teams will provide interventions on BELS (re-teaching, re-assessing) when a student performs below proficiency during the trimester grading period. Extended time may be granted to students who have accommodations listed in an IEP, 504, or Health Care plan. Other extenuating	<ul style="list-style-type: none"> <li>● Teams will decide when these opportunities will occur and what the proficiency benchmark is for each of the BELS.</li> </ul>

circumstances may require extended time on a case by case basis.	
<b>HOW WILL WE RESPOND WHEN THEY ALREADY KNOW IT?</b>	
Schools will provide a system to support extensions during the school day.	<ul style="list-style-type: none"> <li>Schools will develop the system and schedule to ensure extensions occur.</li> </ul>
Teams will analyze CFA and CSA data to determine level of rigor and depth of knowledge (DOK).	<ul style="list-style-type: none"> <li>Teams will review, monitor and adjust assessments, if necessary, to ensure appropriate levels of rigor.</li> </ul>



### PROFESSIONAL DEVELOPMENT

There are many conferences and workshops available to increase our learning and knowledge. There may be funds available to help you cover the costs of attending. If you find a conference, workshop, or class that you feel passionate about, please talk to your Principal about funding possibilities.

<https://boxelder.catalog.instructure.com/>

### STATE RISK MANAGEMENT LIABILITY COVERAGE

[2020 Memo](#)

[2020 Legal Liability Pamphlet](#)

### STATE TRAININGS

This year's trainings will be split between GCN and 3 Strand Training.

Required GCN Trainings:

Seizure Training

Discrimination Training

Blood Born Pathogens


Sexual Harassment

Custodians may have a few more trainings listed. Please contact Corey for questions on those.

Require 3 Strand Training

Human Trafficking


For GCN please use the following instructions: (your User ID is your Alio Number)



**INSTRUCTIONS: Box Elder School District**

**1) Access the Login Screen**


Enter **www.gcntraining.com** into your browser's address bar

When the website loads, Click 

**2) Enter your Organization ID**

The Organization ID is a code unique to each organization.

**3) The User ID**

**If you do NOT have a User ID,**  
click   
and follow the prompts to create one.

*If no account is found, check with your HR Department or Supervisor to see if there is an issue with your account/name. -- it may be a difference of "Smith-Jones" vs "Smith Jones" or "VanHoff" vs "Van Hoff".*

**If you have created a User ID already, enter your User ID**  
and click Submit

*If you've forgotten your User ID, click "I Don't Know..." below the User ID field.*

**4) The Tutorial Listing Page**

On the Tutorial Listing page you'll see a list of tutorials your organization has either required or has made available to you -- if the list does not specifically state "Required", it's possible that not all on the list are required (your organization may provide a list for you in this case).

**Take notice of any articles in the News & Information area to the right of the page.**

**5) Viewing Tutorials**

To view a tutorial, click **START** to the left of any title in the list. Your progress is saved after each slide completes, so you may complete a tutorial in several sessions.


*If you have trouble viewing a tutorial or slide, use the orange buttons below the tutorial viewer.*

For 3 Strand and the Human Trafficking Training, please use click on this link <https://sites.google.com/3sgf.org/utah-statewide/training>. It should be pretty self-explanatory from there. If you have trouble please use the contact at the bottom of the main page on their site.

We will be paying a \$100 stipend for completing both sets of trainings by October 1. I DON'T need you to send me a copy of your certificate. I will be able to track, on both sites, as trainings are completed. We will pay out the stipend on October 20th. If you have questions let me know.

Maegan Heiner  
Assistant Superintendent's Secretary  
Certificated Personnel Secretary  
435-734-4800 ext. 1110  
[maegan.heiner@besd.net](mailto:maegan.heiner@besd.net)

## [STUDENT HANDBOOK](#)

 [BESD Elementary Schools Student Handbook](#)

## [SUMMER CHECK-OUT FORM](#)

Info and Link to come

## TITLE 1 SCHOOLS HOME VISITS

### Non-Negotiables

1. Visits are voluntary for all.
  - Not required by teacher or families.
2. Educators are trained and compensated.
  - Training by USBE is required.
  - You receive \$25 for each family/student you attend.
3. We don't target students.
  - Go to a good mix of students (if not all).
4. We share hopes, dreams, and goals.
  - This is not an academic or problem visit.
5. Educators go in pairs and reflect.
  - Home Visits must occur outside of the school - home, park, restaurant, etc.
  - You must fill out the Google Form to get paid.

## TESTING ETHICS

Click for [Presentation](#): Required to review each year.

Click for [Quick Sheet](#)

Click for [Signature Form](#): Print, sign, & return to your Principal.

### Curriculum:

Students learn best through carefully planned learning experiences in the classroom, that are led by a teacher. These learning experiences need to be the focus of our instruction. Below are the essential curriculum, along with BESD's instructional times. The best things to put in the gradebook are your formative assessments that show how students have done on mastering key concepts. Completion of work does not indicate mastery.

Approved Curriculum and times are currently being revised with the adoption of Wonders and SuperKids. Other subjects, and practices must fit into the time remaining in the day, and cannot be at the expense of these instructional activities.