

Professional Development

August 6, 2026



THANK YOU!!

Your \$10 donation to the social committee supports:

- Sonic Friday drinks
- Birthday cookies
- Cards in the Workroom
- Portions of Potluck Meals
- End of the Year Celebration and Retirement Gifts
- Misc. Treats
- and more!

Please consider donating \$10 (cash or check) to Julie Work or Kristen Fox to become a member!

Name: _____

Back to School
COUGAR KICKOFF!

heard something about summer being too short	shared a goal I have for this school year with a colleague	Introduced myself to a new staff member
Made Julie Work's day! (checklist turned in) JW Initials: ____	FREE SPACE Every Cougar Belongs	Gave a colleague a compliment
Talked with someone outside my department	Heard an idea worth stealing for my classroom	Joined the Social Committee (\$10 donation)

Complete the card & turn in to Kristen Fox's mailbox by August 28 to be entered into a \$50 gift card drawing courtesy of the Social Committee!

Completing your Cougar Kickoff card by August 28th gets you an entry for a \$50 giftcard!!





Learning Intention

We are learning how shared Tier 1 practices create consistent, supportive experiences for all students.

Success Criteria

- I can explain how our shared expectations, behavior supports, and instructional practices fit together within Tier 1.
- I can use PIPER and higher-order questions to strengthen collaborative thinking and problem-solving.
- I can apply schoolwide expectations to respond consistently while maintaining student dignity.
- I can identify how I will carry today's learning into my classroom

PAW Professional Learning Norms



PERSEVERANCE

Stay engaged through challenge and work together toward solutions.



ACCOUNTABILITY

Take collective ownership of our learning, meet shared expectations, and follow through on commitments.



WILLINGNESS

Be open to new ideas, participate fully, and respectfully consider the thoughts and perspectives of others.

Predictions & Possible Sentences

Predictions & Possible Sentences

NAME _____ Topic _____

WORD BANK:

Mastery Experiences	Vicarious Experiences	Social Persuasion
Affective States	"...to persist in the face of adverse conditions..."	"...the points of inquiry that challenge practice..."
"...unpack the evidence of their impact..."	"Buoyed by positive results..."	"...time and space for teachers to coconstruct..."

BEFORE READING: Write a prediction of what you think the article will be about using 3+ words and phrases from the word bank.

DURING READING: Read the article.

AFTER READING: Reevaluate your predictions. Write a summary using at least 3 of these words and phrases after having read the article.

CTE Effective Size: 1.57

Predictions & Possible Sentences

NAME _____ Topic _____

Using the Q-Matrix of question starters below, write 3 questions to fuel a discussion about the role and presence of collective teacher efficacy in our PLCs and school.

Q-STRIPS	EVENTS	SITUATIONS	ALTERNATIVES	PEOPLE	REASONS	MEANS
PRESENT	What is?	Where/When is?	Which is?	Who is?	What is?	How is?
PAST	What did?	Where/When did?	Which did?	Who did?	Why did?	How did?
FUTURE/LETTERS	What can?	Where/When can?	Which can?	Who can?	Why can?	How can?
FUTURE/CONDITIONS	What would?	Where/When would?	Which would?	Who would?	Why would?	How would?
PREDICTIONS	What will?	Where/When will?	Which will?	Who will?	Why will?	How will?
IMAGINATION	What might?	Where/When might?	Which might?	Who might?	Why might?	How might?

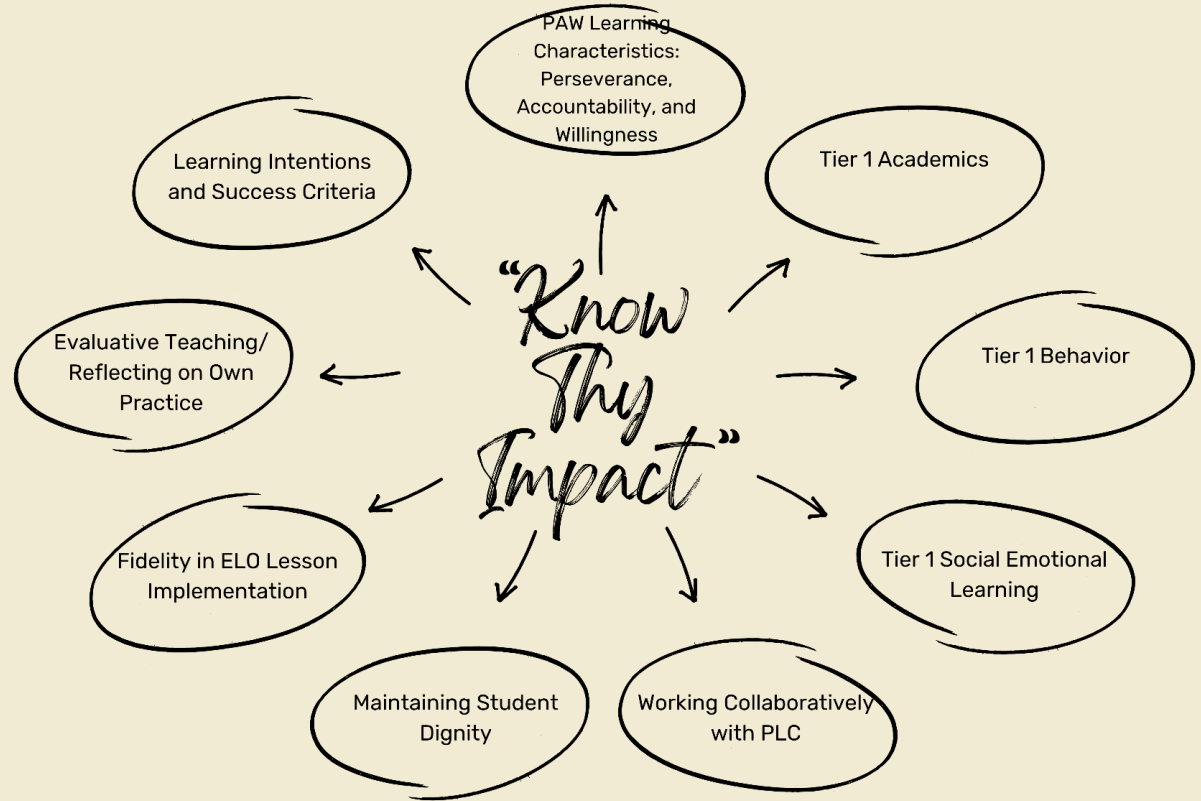
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2.

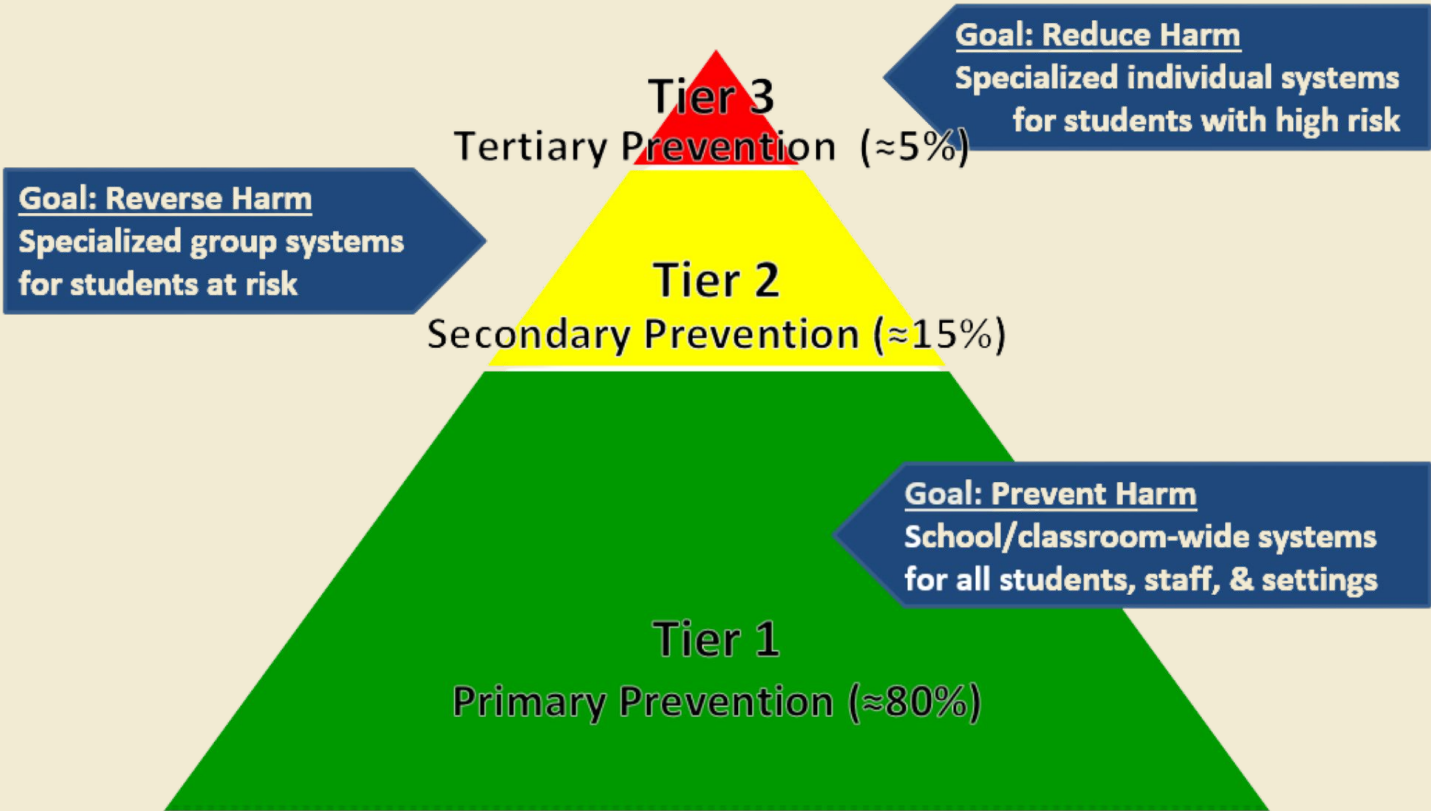
3.

What you do matters!

What specific things
are you doing in
your classroom that
you KNOW makes a
difference for
students and their
learning?



Pyramid Review: What does *Tier 1* mean?



Where We've Been

Tier 1 in Action: What We've Already Built				
Teacher Clarity We post and reference learning intentions and success criteria (LISC).	Learning Dispositions (PAW) We teach and reinforce perseverance, accountability, and willingness.	High-Impact Strategies We prioritize what works and use evidence-based strategies.	Academic Discussion We use discussion protocols that give all students opportunities to think and respond.	Learning Walks & Student Voice We use classroom observations, feedback, and evidence to guide decisions.

We will continue focusing on these things:
We'll protect common expectations, student support, collaboration, and a culture of dignity.



Where We Are Heading



Our Instructional Focus

Embedding discussions in lessons with fidelity and introducing a focus on higher-order questioning



Why It Matters

Students need regular opportunities to:

explain • justify • question • connect • revise their thinking



How We Get There Together

Through PLCs, we will intentionally plan for:

- Effective discussion structures
- Stronger, higher-order questions
- Evidence of student thinking
- Reteaching and next instructional steps



Consistency is a Tier 1 Support!

All students deserve to experience:

- Clear expectations
- Calm adult responses
- Predictable follow-through
- Opportunities to correct behavior
- Dignity throughout the process





1 on 1 Results (Accountability)

Concern	Staff Expectation	Admin Commitment
Inconsistent Enforcement–Resulting in Low Academic Expectations - Some staff "not valuing all the minutes in class" - Some staff have "low expectations" paired with "great relationships" "Reducing the catering to the bottom 10%" "Population of low achieving students pulling others down" - Staff frustrated with high failure rates making everyone "apathetic"	- Teach, implement and hold students accountable to the PAW (Ci3T) expectations - Follow expectations outlined in the teacher & student handbooks including ELO programming	☐ Provide clear expectations ☐ Walk through classrooms & provide feedback ☐ Attend PLC meetings ☐ Address staff who are not meeting academic expectations



How the Pieces Fit Together

Cigt Expectations

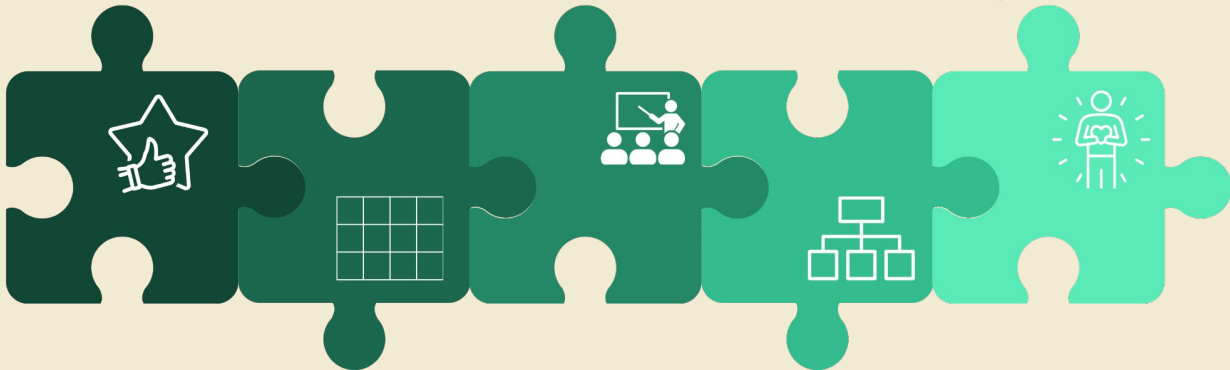
Common language;
common expectations
for all students

Teaching and Reteaching

How students learn and
practice expectations

Culture of Dignity

How we maintain
relationships while
holding boundaries



Behavior Matrix

What do those
expectations look like in
specific settings?

Reactive Plan

How adults respond
when expectations are
not met





Shared Expectations Are...

- Common language for academics, behavior, and social skills
- Grounded in perseverance, accountability, and willingness
- Explicitly taught, modeled, practiced, reinforced, and retaught
- Applied across classrooms, hallways, common areas, activities, and transportation
- A proactive Tier 1 support for every student
- A shared responsibility among students, staff, administrators, and families



Shared Expectations are NOT...

- Rules that exist only on posters or in a handbook
- Something students are expected to “just know”
- Used only after behavior becomes a problem
- Different in every classroom or setting
- Solely the responsibility of administrators



1 on 1 Results (all students as our focus)



Concern	Staff Expectation	Admin Commitment
Loss of Trust • “Not viewing special ed students as “gen ed students first” • “Have a feeling special education is not their responsibility” • “Not providing feedback for IEP meetings” • “Not following accommodations” • “Not attending IEP meetings” • “Not opening IEPs” • All teachers need “to...meet special education expectations” • “More behavior feedback given to case managers”	1. Provide descriptive feedback when requested 2. Attend IEPs, 504s, & SITs a. Substitute is provided for attendance of a meeting b. Before or after school when during contract hours. 3. Case managers will clearly relay which teacher(s) needs to be in physical attendance. 4. Follow expectations outlined in the teacher & student handbooks including ELO programming 5. Follow the law (cell phones, IEPs, 504 etc.)	☐ Provide clear expectations ☐ Walk through classrooms & provide feedback ☐ Attend PLC & IEP Meetings ☐ Address staff who do not attend meetings &/or providing feedback ☐ Provide learning opportunities (Conference Hour Workshops)

	Classroom	Hallway	Breakfast/ Lunch	Restroom	Collaborative Space	School Transportation	Arrival/ Dismissal
Perseverance I don't give up	Show up on time, ready to participate in your learning, and stay in school all day using your time to get your work done.	Use passing time to get to class on time, every time	Go to your assigned lunch, manage your time, and return to class on time.	Use the restroom quickly. It's not a hangout spot; get back to class.	Collaborative Spaces are meant for learning; they are not a hangout spot. If the furniture is all occupied, return to class.	Stay seated, keep hands to yourself, and follow directions for the entire ride.	Stay in the commons before school and get to class on time. Promptly leave the building after school if you are not participating in an activity.
Accountability I take ownership	Attempt and complete your best work, check for missing work and turn in all assignments on time so you stay caught up and continue learning.	Follow staff directions, use SecurlyPass accurately, and report any unsafe behavior.	Clean up after yourself, keep food on your tray, and encourage others to do the same.	Keep the restroom clean and drug-free. Use the restroom closest to your classroom. Return to class right away.	Use furniture as intended, keep doors closed, and use the collaborative area that your teacher tells you to.	Be ready when transportation arrives, watch for your stop, and clean up your area before exiting.	Follow staff directions, arrive on time, follow traffic rules, and check in with the attendance office if you arrive late.
Willingness I keep an open-mind	Be open to new experiences by engaging with teacher lessons and respecting personal space so everyone can learn.	Walk on the right hand side, keep moving, and noise down so classrooms can keep learning.	Stay in the commons during lunch and follow adult directions the first time asked.	One person per stall, no exceptions.	Follow staff directions and keep your lanyard visible.	Respect the driver, solve problems calmly, and ask for help if a problem escalates.	Respect others as people arrive and leave.



Student Responsibilities Are...

- Arriving on time, prepared, and ready to participate
- Actively engaging in learning
- Seeking help when support is needed
- Following directions and the expectations outlined in the behavior matrix
- Demonstrating perseverance when learning becomes challenging
- Taking accountability for choices and responsibilities
- Showing willingness to try, accept feedback, and remain open-minded
- Treating others with kindness and respect
- Reporting unsafe behavior



Student Responsibilities are NOT...

- Being perfect or never making mistakes
- Knowing every procedure without instruction or reminders
- Waiting for an adult to solve every problem
- Blaming others for choices within their control
- Refusing feedback because they disagree with it
- Disrupting learning because a task is difficult, frustrating, or boring
- Ignoring unsafe behavior
- Expecting accommodations or support to remove all responsibility



PAW Passports

PAW PASSPORT

How It Works

- Show PAW: Perseverance, Accountability, and Willingness in your classes and around the school.
- When a teacher sees you demonstrating PAW, they will sign your card.
- Complete all spaces on your card by collecting initials from three different teachers.

Turn It In

- Bring your completed card to the office.
- You'll receive a small prize and another card right away.
- Your name will be entered into a quarterly drawing for a larger prize.

PAW PASSPORT

_____ has shown

		
PERSEVERANCE	ACCOUNTABILITY	WILLINGNESS
Teacher: _____	Teacher: _____	Teacher: _____
Date: _____	Date: _____	Date: _____



The Cell-Phone Policy is...

- A Kansas state law
- [USD 305 Board Policy JCDC](#)
- **A building wide expectation that every staff member must follow**
- Applicable to all personal electronic devices, **including wireless earbuds and smart watches**
- In effect during **passing and lunch periods**
- **Supported by an option for students to check their phone into the ISS office for the day**
- Enforced **immediately** when a device is seen or being used
- A simple, consistent staff response:
 - Give the student a yellow card.
 - Direct the student to report to the office.
 - Handled by the office once the student is sent
- Only effective when students receive the same response from every adult



The Cell-Phone Policy is NOT

- A teacher-by-teacher decision
- A policy with reminders or warnings
- A situation for the teacher to negotiate with the student
- A classroom consequence that teachers are expected to manage independently
- Dependent on whether there was a disruption
- Different for students who say they were contacting a parent
- Optional during classes in which the teacher previously allowed devices
- Something staff may overlook because sending the student out feels inconvenient
- A policy that can be enforced inconsistently without weakening it across the building
- A school or district decision. Write your legislators!



1 on 1 Results (importance of following through)



Concern	Staff Expectation	Admin Commitment
Inconsistent Enforcement & Trust • Policies (cell phones, expectations, consequences) not enforced uniformly across building • “Coworkers not enforcing cell phone policies” (mentioned repeatedly) • “Remove teacher discretion of phone use during ELO” • Need “cell phone ban” (school-wide, total ban mentioned) • “Cell phone lockers” suggested • Need “board support of cell phone ban” • Yellow card system for cell phones suggested	1. Enforce cell phone ban bell to bell. 2. Teach and implement the PAW (Ci3T) expectations 3. Follow expectations outlined in the teacher & student handbooks including ELO programming	☐ Provide clear expectations ☐ Consequence cell phone violations ☐ Supervise lunchroom & zones ☐ Walk through classrooms & provide feedback ☐ Address staff who are not enforcing expectations & policies



Policy Updates

Staff Online Activities – USD 305 Policy IIBGC

- Cannot communicate with students privately or directly with social media
- Can't require students to use social media for an assignment or activity

Electronic Devices – USD 305 Policy JCDC

Students are prohibited from using or accessing personal electronic devices during the school day while on district owned or operated property.



District Approved Communication

Bound

Parent Square

Email

Hudl

School Messenger



Delivering this to Students:

We will have a modified schedule on August 13 & 14:

- Provided slideshow to teach expectations
- **Chromebook distribution**
- A chance to reconnect with your ELO family!
- Students with 1st/2nd block CHS classes will not travel. Review shuttle procedures & schedule.
- Students without an ELO will meet in the commons.

[Presentation Link](#)

August 13

Morning ELO: 7:45-8:15

1: 8:20-9:10

3: 9:15-10:40

5: 10:45-12:40

7: 12:45-2:10

Afternoon ELO: 2:15-2:55

August 14

Morning ELO: 7:45-8:15

2: 8:20-9:10

4: 9:15-10:40

6: 10:45-12:40

8: 12:45-2:10

Afternoon ELO: 2:15-2:55

ELO PASSING PROTOCOLS

2026 - 2027

MON

**Passing begins:
2:20.**

**Students at final
destination by
2:25.**

TUE

**NO
PASSING**

WED

**Passing begins:
2:20.**

**Students at final
destination by
2:25.**

THU

**Passing begins:
2:20.**

**Students at final
destination by
2:25.**

FRI

**NO
PASSING**

REMINDERS:

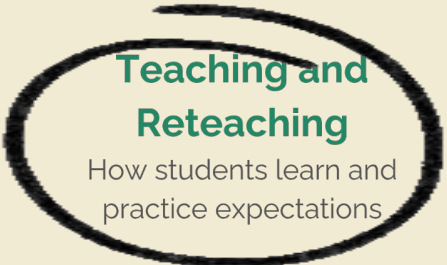
- UTILIZE THE ELO SLIDES EVERY DAY. THESE ARE REQUIRED FOR ALL TEACHERS AND STUDENTS.
- THERE IS A "NO-FLY ZONE" FROM 2:15 TO 2:20. PLEASE USE THIS TIME TO TAKE ATTENDANCE AND REVIEW SLIDES.
- DO NOT ALLOW STUDENTS TO PASS ON TUESDAYS AND FRIDAYS. WE WILL HAVE ADDITIONAL NO-PASSING DAYS AT THE START OF EACH SEMESTER.

How the Pieces Fit Together



Cigt Expectations

Common language;
common expectations
for all students

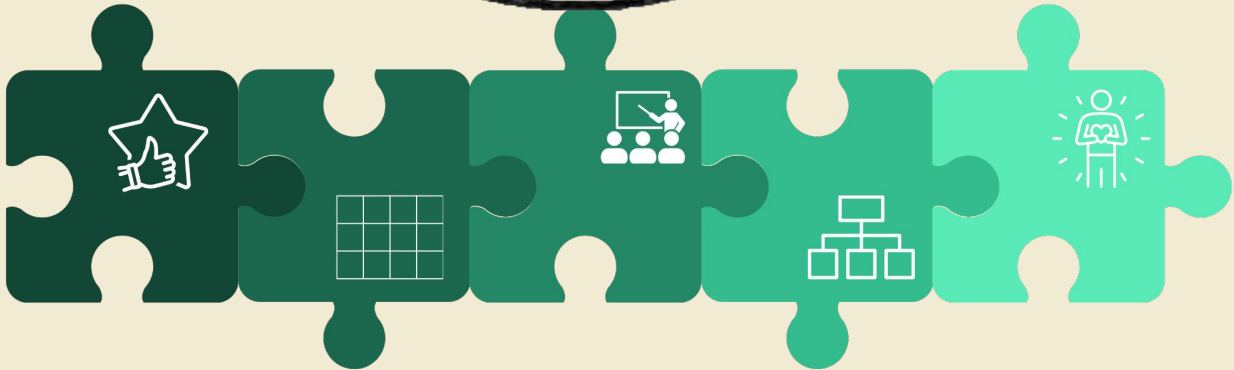


Teaching and Reteaching

How students learn and
practice expectations

Culture of Dignity

How we maintain
relationships while
holding boundaries



Behavior Matrix

What do those
expectations look like in
specific settings?

Reactive Plan

How adults respond
when expectations are
not met





Adult Responsibilities Are...

- Teaching and modeling school wide expectations
- Establishing clear, predictable routines
- Reteaching and reinforcing expectations as needed
- Responding calmly, consistently, and equitably
- Following the reactive plan and building procedures
- Addressing concerns privately when possible
- Communicating with families about successes and concerns
- Asking for support when classroom strategies are not enough



Adult Responsibilities are NOT...

- Assuming students should already know
- Using sarcasm, embarrassment, or public confrontation
- Creating separate rules that conflict with building expectations
- Ignoring minor behavior until it escalates
- Sending every concern directly to the office
- Removing accountability to preserve the relationship
- Expecting consistency from students without providing it ourselves



Consistent Response

All students deserve to experience:

- Clear expectations
- Calm adult responses
- Predictable follow-through
- Opportunities to correct behavior
- Dignity throughout the process

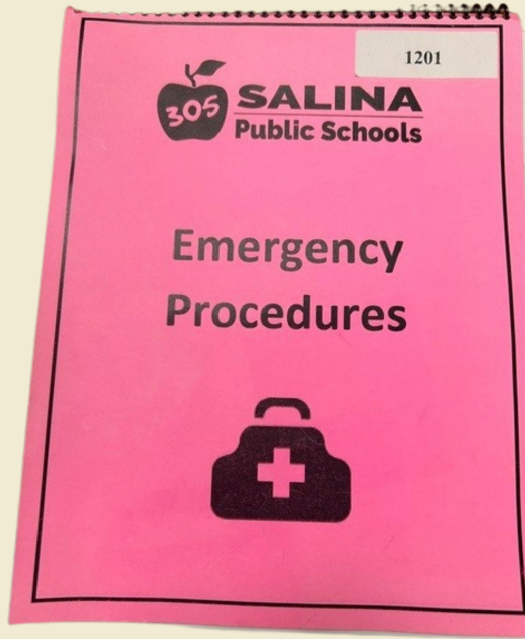
**...we deliver this by responding to
challenging behaviors consistently!**



Lunch

11:30-12:30 p.m.

Bring your pink Emergency Procedures book to our afternoon session.



Becoming a Reflective Practitioner



Investing time early in the year to establish procedures and expectations lets teachers and students enjoy a classroom that runs more smoothly every day.

Have we planned for student behaviors?

Protect your peace by pre-planning. Don't do the same things you've always done and expect something different. Avoid burnout.



1 on 1 Results (staff mental health)



Concern		Staff Expectation	Admin Commitment
Staff Well-Being Staff described as "fatigued," "overwhelmed," "stressed," "emotionally challenged," "weary," "worn out" "Burnout is real" "Staff is energy starved" and "passion driven" "Staff in survival mode—worried about checking off boxes instead of student learning" "Teachers surviving" not thriving "Hard to find balance of work and home life" "Doesn't take too much to test resilience of staff and students" "Staff are anxious about their job"	"Teacher mental health issues are a disservice to students" Staff feeling "pressure to increase test results" "Adults feel heavy" "Staff are lonely, emotionless, going through motions" "Feels like on my own fighting battle" Staff "dealing and healing" after loss of student "Staff is divided" on priorities and enforcement	1. Enforce cell phone ban bell to bell. 2. Teach and implement the PAW (Ci3T) expectations 3. Follow expectations outlined in the teacher & student handbooks including ELO programming	Provide clear expectations Be present in zones, & accessible to staff Walk through classrooms & provide feedback Address staff concerns District/Community Liaison Team (DCLT) – school mental health initiative Staff incentives Student Support Team available to brainstorm ideas

Student Support Team



SHS has an entire team dedicated to supporting mental health.

Meet your counseling team!



Mr. Allen (9th)



Mrs. Carlson
(Assistant)



Mrs. Froome
(Registrar)



Mrs. Smith
(10th)



Mr. Magnall
(11th)



Mrs. Potocnik
(Social
Emotional)



Mrs. Goodrich
(PBD)



Mrs. Wagner
(12th)

To support student mental health we...

- listen and help students work through situations
- help students build the right coping skills to help them remain calm and focused
- find resources and connect you with the right people, in and outside of the school building
- set up meetings between teachers, families, and students to bridge communication and get students the help, support, and resources needed to be successful

Meet your administrators!

To support student mental health we...



Dr. Jones
(Principal)



Mrs. DeVoe
(9th and 11th AP)



Mr. Quinn
(10th and 12th AP)



Ryan Stuart
**(Athletic/
Activities
Director)**

- meet with students and listen to their needs.
- communicate with students and families about concerns.
- make connections between families and our counseling staff, social workers, and mental health providers.
- attend wraparound meetings with students and families to ensure consistent support across both school and home settings and leverage our knowledge of students and their needs.

Meet your support crew!



Mr. Thornton
(MTSS)



Ms. Bruce
(Social Worker)



Mrs. DeWitt
(School Psychologist)



Mrs. Harvin
(Social Worker)



Mr. Weir
(TeenBuild)



Mrs. Fox
(MTSS)

To support students mental health we...

- listen and help you work through stress, emotions, or tough situations.
- help you build skills to stay calm, focused, and confident at school.
- refer to mental health services or community agencies for support.
- work with your teachers to make sure you feel safe, supported, and understood.

Meet your community professionals!



Claudia Castillo
(CKMHC -
Therapist)



**Fatima
Contreras**
(CKMHC - Case
Manager)



Abby Martinez
(CKMHC - Case
Manager)



Kenny Sanders
(CKMHC - Case
Manager)



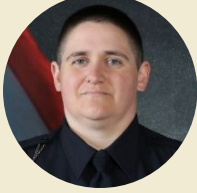
Kristin Headding
(CKF Addiction
Treatment)



Brian Cano
(CAPS)



Robert Collier
(CAPS)



Breanna Kuhlman
(School Resource
Officer)

To support student mental health we...

- help you talk through tough emotions and challenges in a safe, private space.
- support you with things going on at home, at school, or in your personal life.
- help you build coping skills so you can handle stress, anxiety, and big feelings.
- can connect you to therapy, substance use support, and community resources if you need them.

*signed parental consent may be required for these services.

Final Exam Exemption - Incentives with Dignity

Considerations	Eligibility Criteria
☐ All teachers must schedule and administer a final exam on the final academic day of the semester ☐ The incentive is designed to allow a student to be exempt from class on final exam day. ☐ There is no limit to the number of exemptions a student can earn ☐ If an eligible student chooses to take a final exam, the result can only maintain or increase their semester grade; it can not drop the letter grade	☐ Semester grade to be posted will be a "C" at minimum ☐ No more than three absences in the individual class ANY 3 ☐ No "Cuts" for the individual class ☐ School related absences are excused and do not count toward the three absence limit ☐ Every three tardies to the individual class will count as one absence

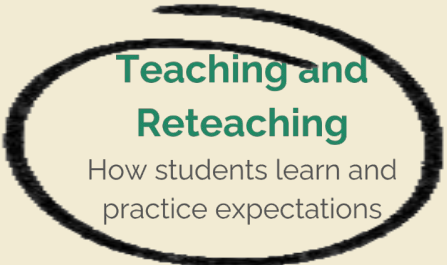


How the Pieces Fit Together



Clear Expectations

Common language;
common expectations
for all students

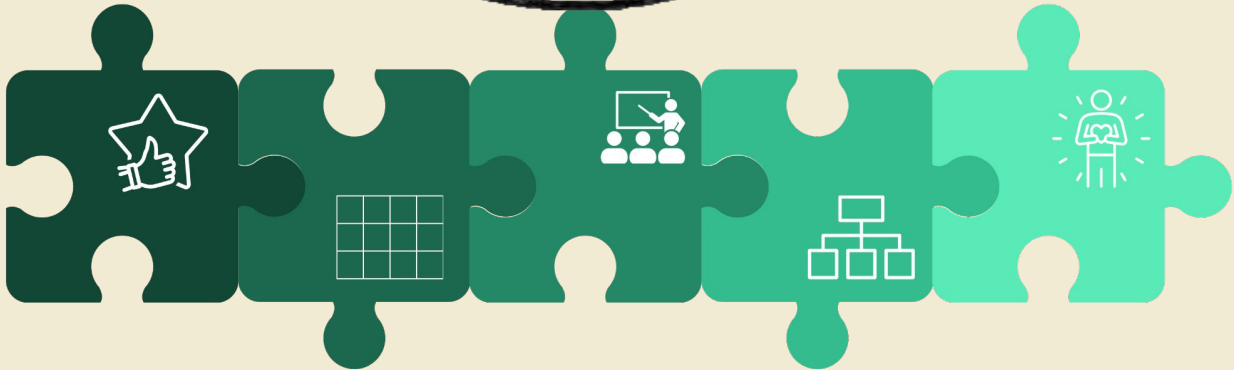


Teaching and Reteaching

How students learn and
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Behavior Matrix

What do those
expectations look like in
specific settings?

Reactive Plan

How adults respond
when expectations are
not met



Picture Activity

- **"The Alternate Reality"**: Show a photo of something you did this summer that had absolutely nothing to do with school or education.
- **"The Teacher's Pet"**: Show a picture of your pet, your garden, or your favorite reading spot at home where you go to escape.
- **"The Last Outing"**: Show the last photo you took outside of your house.
- **"The Fuel"**: Show a photo of your absolute favorite meal, coffee order, or snack that gets you through a tough grading week.



Recall - What's PIPER?

P -

I -

P -

E -

R -



PIPER is a discussion protocol that encourages every student to participate.

P - Promotive Interaction

I - Individual Accountability

P - Positive Interdependence

E - Explicitly Taught Social Skills

R - Reflection and Group Processing

These same elements can be applied to questioning.



PIPER Questioning Sequence

How Structures Support Deeper Thinking



Behavior Scenarios: Practicing Consistency

We are using scenarios to practice:

- Shared expectations
- Calm adult responses
- Dignity + accountability
- Higher-order questioning through PIPER

Key idea:

PIPER structures the discussion. Questions deepen the thinking.

Directions:

- Everyone:
 - Take 30 seconds to think independently.
- Respondent:
 - Reason with your team to decide how you will respond to the student.
- Questioning Team:
 - Ask questions to help strengthen the response, following the continuum.

Goal:

We want to make thinking stronger (not catch someone being wrong)!



Behavior Scenarios: Practicing Consistency

PIPER Question Sequence and Sample Questions

I — Individual Accountability

What do we know for sure, and what should we avoid assuming?

P — Promotive Interaction

Who can build, challenge, or support that response?

E — Explicitly Taught Social Skills

How can the adult hold the boundary while preserving dignity?

P — Positive Interdependence

What evidence from the matrix, policy, or reactive plan supports the response?

R — Reflection & Group Processing

What should remain consistent if this happens in another setting?

Scenario

A student is using their cellphone after the morning reminder that phones are to be kept away.

The questioning team should help the respondent come up with a solution to the scenario that preserves dignity and meets expectations.



What Did We Just Model?

- Individual Accountability: Everyone thought first and everyone participated
- Promotive Interaction: Ideas were built, supported, or challenged
- Social Skills: Questions preserved safety and respect
- Positive Interdependence: The group strengthened one response
- Reflection: We identified what must remain consistent



Behavior Scenarios: Practicing Consistency

PIPER Question Sequence and Sample Questions

I — Individual Accountability

What do we know for sure, and what should we avoid assuming?

P — Promotive Interaction

Who can build, challenge, or support that response?

E — Explicitly Taught Social Skills

How can the adult hold the boundary while preserving dignity?

P — Positive Interdependence

What evidence from the matrix, policy, or reactive plan supports the response?

R — Reflection & Group Processing

What should remain consistent if this happens in another setting?

Scenario

Sam is sitting behind Amy and pulls her chair out from underneath her as she goes to sit down, causing her to fall, totally disrupting your activity you were presenting.

The questioning team should help the respondent come up with a solution to the scenario that preserves dignity and meets expectations.



Behavior Scenarios: Practicing Consistency

PIPER Question Sequence and Sample Questions

I — Individual Accountability
What do we know for sure, and what should we avoid assuming?

P — Promotive Interaction
Who can build, challenge, or support that response?

E — Explicitly Taught Social Skills
How can the adult hold the boundary while preserving dignity?

P — Positive Interdependence
What evidence from the matrix, policy, or reactive plan supports the response?

R — Reflection & Group Processing
What should remain consistent if this happens in another setting?

Scenario

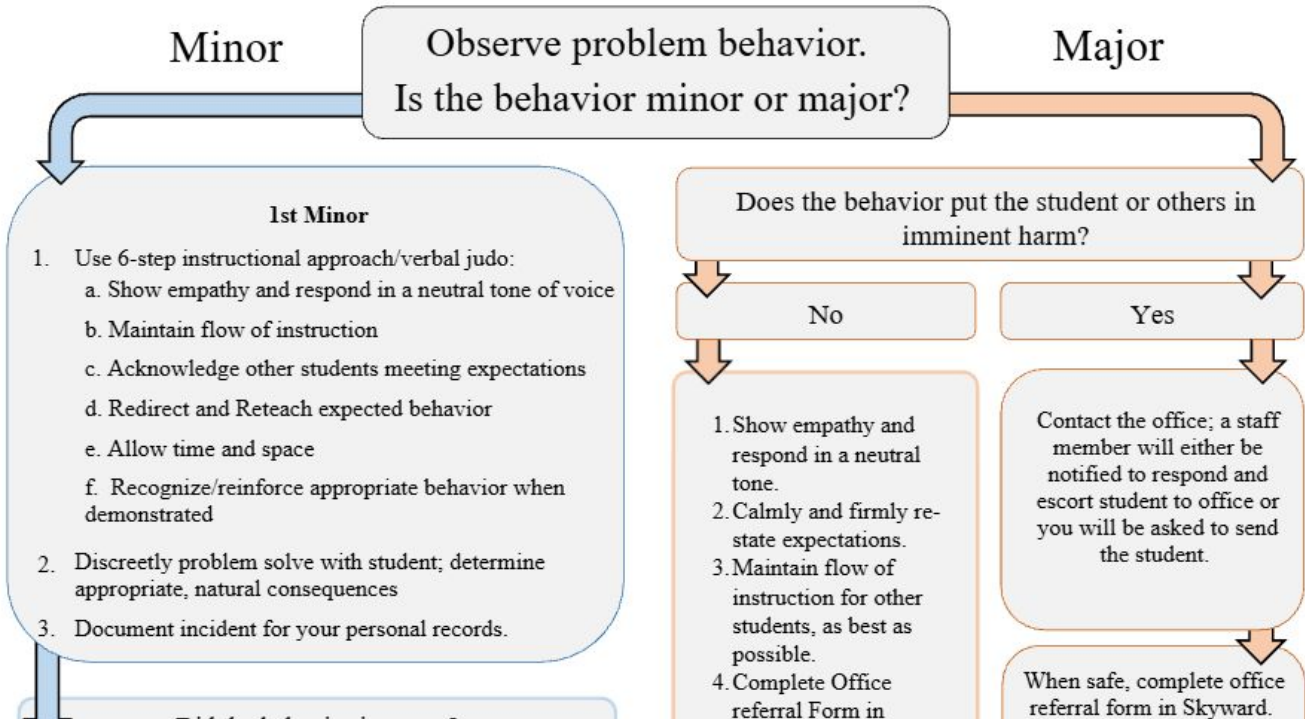
A student consistently arrives 7-10 minutes late to your 4th block class.

The questioning team should help the respondent come up with a solution to the scenario that preserves dignity and meets expectations.



Behavior Flowchart

Salina South High School Reactive Plan: Flowchart for Responding to Challenging Behavior



click to enlarge



1 on 1 Results (our accountability for student behavior)



Concern		Staff Expectation	Admin Commitment
Student Behavior Students lack motivation and show "apathy toward rules, consequences, and attendance" Students "accept mediocrity or below"; "content with mediocre"; not "pushing themselves" Growing "student entitlement and privilege"; students feel entitled to pass or not pass Students "choosing which classes to pass"; dropping challenging classes Core group of apathetic students" setting tone for building Students "easily give up in classroom to take it in PBD"	Low bar being set by wrong students; "apathetic students about grades and attendance—do bare minimum" Students late to blocks 1 & 2 due to sibling drop-offs at elementary schools "Excessive tardies not getting consequence" Need "stricter enforcement of unexcused absences—consequences" "School-wide timeliness of tardy enforcement" needed Tardy data conversations opening dialogue but consequences inconsistent	1. Teach and implement the PAW (Ci3T) expectations 2. Follow expectations outlined in the teacher & student handbooks including ELO programming 3. Reflect on and revise practices	Communicate clear expectations Consequence referrals following behavior matrix & district policies Supervise lunchroom & zones Walk through classrooms & provide feedback Address staff who are not meeting expectations Celebrate Cougar Pride recipients Leverage student incentives Plan for integrating unexcused absences into the discipline matrix

1 on 1 Results (our accountability for student behavior)



Concern	Staff Expectation	Admin Commitment
Student Safety "Growing numbers in drug abuse"; "building drug plagued" "Increased drug use by students" Vaping is a significant problem Substance abuse tied to dropout list" Need "substance abuse treatment" continuation Need substance prevention/interventions in community and school" "Continue to focus on drug issue" "Concern on how to keep weapons out of building" "Students carrying weapons" "Boys restroom is scary" "Parking lot is a danger zone before and after school" Need "more security for the building"	1. Address poor student behavior, even if they aren't "mine" 2. Teach and implement the PAW (Ci3T) expectations 3. Follow expectations outlined in the teacher & student handbooks including ELO programming 4. Supervise in assigned areas during passing periods & before/after school assignments.	Communicate clear expectations Supervise lunchroom & zones Walk through classrooms & provide feedback Address staff who are not meeting expectations Enforce safety policies

Administrative Commitments

- Provide clear expectations
- Walk through classrooms & provide feedback
- Attend PLC meetings as an instructional partner
- Address staff who are not:
 - ◆ Meeting academic expectations
 - ◆ Attending meetings or providing feedback
 - ◆ Enforcing school policies & procedures
- Provide professional learning opportunities & a team approach to concerns/ideas
- Hold students accountable to school policies & procedures
- Supervise lunchroom and zones





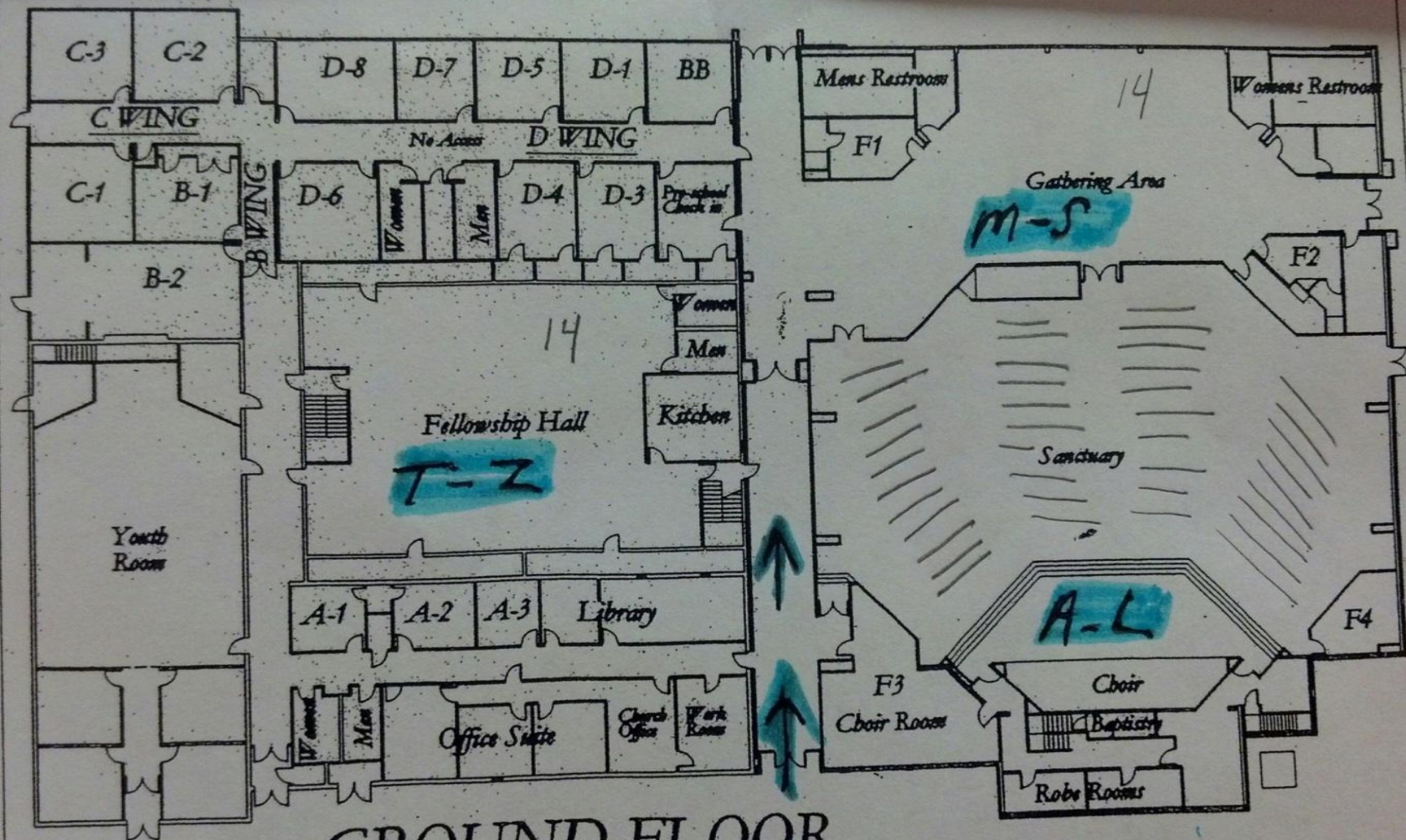
Safety

- Walk to Church during October in-service and before drill
- Students letting others into the building
- Magnets
- Enforcement of building expectations
- K-9
- Crisis Manual Updates
- Fire drill track location procedure
- Frontline Training Videos to be done by **Sept. 15**

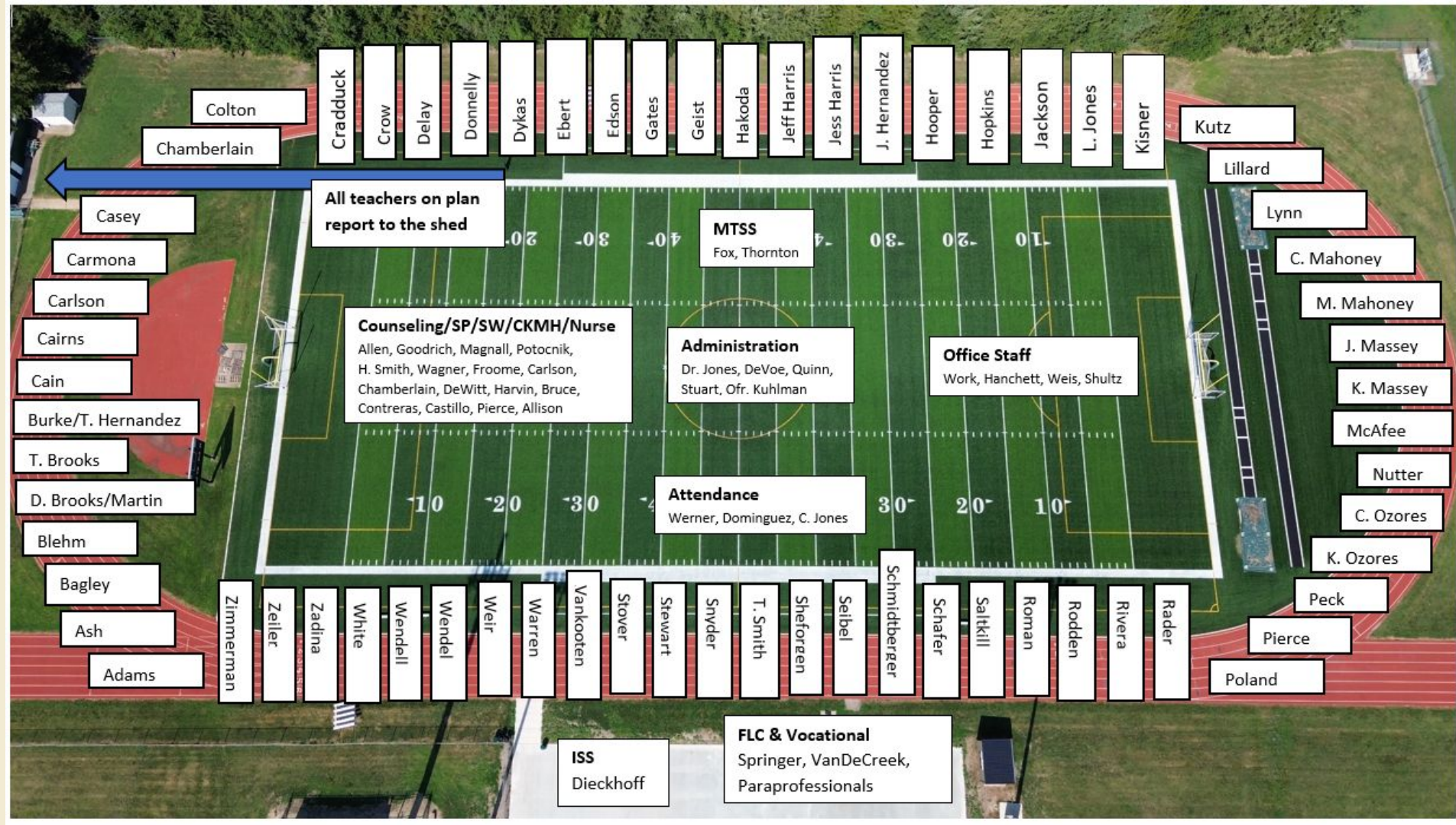
Mandatory Reporting

[Suicide Awareness & Prevention](#)





GROUND FLOOR





USD 305 AI: Do's and Don'ts



DO

Technology & Access

Use district-approved tools and ALWAYS use your district Google account.



Canva
Education



SchoolAI



Magic
School



Gemini

Pedagogy & Role

Maintain human oversight-critically review all AI content.

Use AI for lesson planning, differentiation, and brainstorming.



Data & Integrity

Submit a Software Request Form for new tools.



DON'T

Technology & Access

Do NOT use unapproved tools or software.
(ex: Chat GPT, Claude, etc.)



Pedagogy & Role

Do NOT let AI replace the role of the educator.

Do NOT rely solely on AI for grading or plagiarism detection.



Data & Integrity

Do NOT share personal or sensitive data.

Do NOT allow students to submit AI-generated work as their original work.



Updates

Faculty Meeting Days

Conference Hour Workshops

[Meeting schedule](#)

When you miss in-service, workshop, or faculty meeting?

[Learning Walk Data Collection Form](#)





Kansas  National
Education Association

NEA Updates

Building Reps:

Pam Ash & Josh Massey

NEA Vice President:

Sarah Cradduck



JOIN NEA



Negotiated Agreement Changes

- + \$1,000 to Certified Base (47,250) + step & movement
- + 2.16% to Related Services + step & movement
- + \$30 to Health Insurance (\$610)
- + Longevity - now includes years of classified employment



Negotiated Agreement Changes

Safety in Classrooms: paid leave time for injuries resulting from altercation or assault

Right to Disconnect: after school hours - emails, calls, texts, or other electronic communication

Appropriate Attire:

- “...Appropriate for setting and suitable for work performed.”
- “...Expectations vary, with guidance provided by principal.”
- “...Neat, safe, and suitable for working with students and the public.”

Blackout Days: 1 day before and after student day off



Blackout Day Wording

Can NOT use PTO on following days:

1 Day BEFORE or AFTER Day Off

P/T Conferences

Inservices

Exceptions: Funerals, Attending a Child's event (USD305)

[Link to all Changes](#)



BLACKOUT DAY PROCEDURES

BLACKOUT DAYS

1. Professional employees shall not use PTO on:
 - a. A student contact day before or following a regularly scheduled non-attendance day for students on the official school calendar approved by The Board.
 - b. Parent teacher conference days.
 - c. The day(s) of a scheduled district/building in-service day.
2. **Exceptions to Blackout Day Restrictions With Pay include:**
 - a. attending events/activities involving their own child as defined under the FMLA if the child is participating as a USD 305 student. This rule extends to USD 305 professional employees working in CCKC districts outside of USD 305 if that employee's child is participating as a student of that same district or as a USD 305 student.
 - b. attending a funeral.
3. **Exceptions to Blackout Day Restrictions Without Pay include:**
 - a. For highly unusual and compelling circumstances. The executive Director of Human Resources is authorized to approve such exceptions, in their sole discretion, when the need for leave arises from unforeseen events or extraordinary situations that are rare in nature and cannot be reasonably avoided or rescheduled. Such exceptions are expected to be infrequent and shall not establish a precedent for future requests. If an exception is approved by the Executive Director of Human Resources, the absence shall be granted as leave without pay.
4. No more than five (5) PTO days may be used consecutively without prior approval of the principal.
5. Professional employees assigned to a non-Salina work location by CCKC will follow the blackout day procedures/requirements within this agreement, but will apply those rules to the calendar of the district in which they are assigned.

NOTES:

- Blackout days involve the use of PTO for discretionary reasons only. If the leave would qualify for sick leave, the absence is not automatically prohibited.
- "Regularly scheduled nonattendance day" is interpreted by HR to mean a day identified on the official school calendar as "no school", a holiday, or "recess" such as the winter, spring or summer breaks.
- Staff workdays are not subject to the blackout day rule but discretionary leave should not be approved if grades are not yet complete.
- Absences requested to attend a 305 sponsored event/activity where the employee's child is participating as a 305 student are not subject to the blackout day rule.

2026-2027 Blackout Days

August 5th (if your building voted to hold an optional SD day)
August 6th – 11th (2 of these 4 days are SD days and are blackout for those 2 days)
September 4 & 8
October 7, 8, 9 (1/2 day of SD), 12, 14, 15, 19
November 20 & 30
December 17
January 4, 15, 19
February 3, 4, 8, 12, 16
March 12 (1/2 day of SD), 22, 25, 29
April 15, 19
May 20



Freshmen Orientation Day

Wednesday, August 12th

- 7:05-7:40 - Keep kids in commons, help supervise
- 7:45 - Gauntlet in main gym/direct students to tables
- 8:00 - Introduce departments and freshmen teachers, then club sponsors and coaches introduce themselves
- Feel free to join us for the mini pep rally after staff introductions!
- Check schedule for supervision assignments
 - No more than 20-30 minutes!
- After lunch, please help students find their classes as they run through their schedules
- New non-freshmen students will only get a short tour of the building, then they can leave if they have transportation



Conclusion

Workday August 7th:

Retirement plan assistance in OCR-A
11:00

August 10th In-Service

- At Central HS
- Park on the North Side off of Crawford

Workday August 11th:

- SMS Coaches Meeting
 - 11:15 a.m.
- SMS/SHS CPR/AED Training
 - 1:00-1:30 p.m. for those who need it
- SHS Coaches Meeting/Dinner
 - 5:30-6:30 p.m. Commons
- SHS All-Sports Parent Meeting
 - 7:00 p.m. Auditorium

Open House Monday, August 17th @ 5:30

Questions

