



Junior Raiders

Central Elementary Staff Handbook 2019-2020

Teri Dow, Principal

Welcome to Central Elementary School

Contact Information

School address 900 7th St
Wamego, Ks 66547
School Office 785-456-7271
School Fax 785456-7172
School Web Site www.usd320.com

Board Of Education Members

Ryan Hargitt Sheryl Wohler
Cory Meyer Rob Pettay
Bruce Coleman Nicolette
Zeigler
Michele Johnson

Superintendent: Tim Winter

Director of Instructional Services: Mary

Kaye Siebert

Special Education Cooperative Director: Chris
Cezar

Kathryn Mayfield, Clerk of the Board

USD 320 Mission Statement

Wamego USD 320 school district's mission is to provide a challenging learning environment that encourages high expectations for academic success and personal growth for all students.

USD 320 Vision

Together, we will provide opportunities for every child to reach his or her potential in order to become more than he or she ever hoped to be. We will focus our efforts on ensuring that all students learn, building a collaborative culture and establishing a focus on results.

USD 320 Collective Commitments

- We are committed to each of the five goals as identified in the USD 320 Strategic Plan (2011-2016).
- We are committed to professional learning communities (PLCs) as the means of continuous school improvement.
- We are committed to continuous and demonstrable systemic improvement and believe this is the primary way an organization meets its mission and vision.
- We are committed to providing learning environments in our schools so that each child's educational needs are frequently assessed and action is taken based on that assessment.
- We are committed to regularly using data to guide change and improvement.
- We are committed to providing students with a rigorous and relevant curriculum needed for effective learning for all students.
- We are committed to supporting teachers in their endeavor to provide high quality instruction.
- We are committed to effective leadership whereby leaders listen carefully, anticipate future needs, and work to engage others in leadership initiatives to shape necessary changes.

USD 320 Goals

GOAL# 1: USD 320 will provide a safe and supportive environment for our students in order to prepare them academically, socially, and emotionally for success in the work environment, college and university studies, and citizenship in the 21st century.

- Continue to close student achievement gaps as measured on the following assessments:

- o Measures of Academic Performance (MAP) assessments
- o Kansas assessments
- o ACT
- Strengthen the MTSS interventions in all schools
- Investigate and plan for adjustments to current curriculum maps (K-12) in order to align to Common Core State Standards (CCSS) for math and English Language Arts and Literacy in History/Social Studies, Science & Technical Subjects
 - Support current Career Pathway courses and increase additional pathways at WHS
 - Continue to research and implement effective grading practices
 - Continue to research and implement effective instructional strategies
 - Investigate ways to promote a growth mindset regarding intelligence in teachers and students

GOAL #2: USD 320 recognizes that the teacher is the most critical component in a child's learning; therefore, teachers will be supported in their endeavor to provide high quality instruction.

- Seek the highest quality teacher candidates for hire in our schools
- Examine and implement strategies to retain high quality teachers in our schools
- Provide high quality mentor experiences for new teachers to our school district via the Teacher to Teacher Mentor Program
 - Provide teachers with opportunities for professional development to increase instructional quality
- Strengthen the use the Professional Learning Community (PLC) model and processes currently in place in all schools
 - Strengthen the MTSS interventions in all schools

GOAL #3: USD 320 will provide the necessary technology and technology resources in the development of the 21st century learner.

- Evaluate/assess current technology resources and staff to support curriculum and instruction as well as operational needs
- Develop a coordinated and district wide USD 320 Technology Plan that will provide coherent vision and strategic direction for technology decision-making

GOAL #4: USD 320 recognizes the value in developing and maintaining reciprocal partnerships with our community.

- Develop a district advisory council consisting of community and USD 320 district individuals to dialogue for the purpose of building relationships and increasing understanding of district issues/needs and identifying resources available in partnership
- Continue to strengthen the USD 320 website in order to communicate the district's academic goals and academic/extracurricular accomplishments
- Strengthen USD 320's collaborative relationship with institutions of higher education for teacher and student improvement
- Maximize the utilization of resources in our community to support the district's goals for improvement

GOAL #5: USD 320 recognizes the need for well-maintained school facilities, and a safe and supportive environment for students, staff, volunteers, and patrons.

- Implement a flexible long-range facilities plan that includes consideration of changing demographics, future building needs, and possible community partnerships
 - Maintain facilities to provide an appropriate learning environment for students and staff
 - Review and revise the USD 320 Crisis Plan

School Improvement/KESA

The Kansas Education Systems Accreditation (KESA) is the state's K-12 accrediting model. KESA accredits at the System (district) level to create systemic change within and among school buildings

across the district. The Kansas State Board of Education identified five goal areas believed to have direct impact on producing successful high school graduates. These goals are: Social-Emotional Factors Measured Locally, Kindergarten Readiness, Individual Plans of Study, High School Graduation and Postsecondary Success. The KESA model focuses Systems on meeting these goals. Systems need to redesign and pursue a continuous improvement process at both the district and school levels. The School Redesign Project at the Kansas State Department of Education and KESA work together to create system changes to support the State Board Outcomes.

Central Elementary is fully accredited by the Kansas State Board of Education. Copies of the District and Building KESA Goals can be viewed at the District Office or any of the school buildings. If you have questions about the goals, please contact the school administration.

Learning Walks

The building principal will conduct frequent "Learning Walks" in all classrooms to identify areas of need for professional development for staff, improve instruction, and provide timely and meaningful feedback to teachers. The USD 320 Learning Walk tool was created through a collaborative effort of our administrative team after a year of professional development and calibration of our adopted tool. The purpose of a Learning Walk is not to evaluate teacher performance. Rather, its purpose is to gather data to make informed decisions on the instructional needs of our teachers, as well as to provide the necessary support to teachers to help them continue to grow in our profession.

Central Elementary

Vision

All Central Elementary Students will achieve their highest potential and be well prepared for the next step in their learning journey.

Mission Statement

The Central Elementary Team is committed to inspire and ensure growth and learning for all students.

Central Elementary Collective Commitments

- We will support the learning process by forming a collaborative team with school, family and community.
- We will model lifelong learning through our own professional and personal growth.
- We will collaborate to use research-based instructional strategies to meet all student needs.
- We will maintain a respectful environment where team members are honest, flexible and listen with the intent to learn.
- We will collaboratively design common and formative assessments to monitor student progress and guide future learning experiences.
- We will maximize our resources (people and materials) to help each student be successful.
- We will provide a nurturing environment that focuses on the development of the whole child.
- We will be consistent with academic and behavioral expectations for all students.

CENTRAL ELEMENTARY **Morning Hall Duty**

The contract day for all teachers will be 7:45-3:45.

All students will meet in the hallway by their classrooms in the morning.

The reading assistants and aides will have morning hall duty.

All teachers are responsible for their classroom students from 3:20 until the buses are loaded and parents have picked up students. No students are to leave the buses and come into the building to use the facilities after boarding the bus.

SCHOOL WIDE POSITIVE BEHAVIOR SUPPORTS (SW-PBS)

Central Elementary has been implementing a process called School Wide Positive Behavior Support. The program is designed to educate all children on appropriate social skills and to prevent inappropriate behavior by teaching and expecting all students to Be Respectful, Be Responsible, and Be Your Very Best Self. We have adopted a unified set of school expectations. These expectations define the expected behavior in our school. You will see these expectations posted throughout the school and your child will be learning them throughout the school year. The School-wide Expectations Matrix can be found at the end of this document.

At Central Elementary School, there are expectations in all settings on how we can:

Be Respectful . . . Be Responsible . . . Be Your Very Best Self

Uniform lessons based on the Behavior Matrix will be taught each week in the setting being addressed. Each lesson contains a variety of activities that allow students both independent and whole group practice and feedback. If students are not meeting the behavior expectations, they will be given an opportunity to correct their behavior. If the unacceptable behavior continues, the students may be given a Minor Incident Report or an Office Referral Form. Depending upon the severity of the behavior and/or the number of occurrences, there is a possibility of students losing the privilege of attending special activities. Examples include but are not limited to: recess, assemblies, field trips, and special classroom rewards.

Staff members will be recognizing students who demonstrate the positive behavior expectations with the following positive behavior supports:

- *Raider Awards - these are given at any time for good behavior and following the School-wide Expectations. Drawings Monthly.
- *Super Raider Award - these are given to students who exemplify a good attitude and consistently following all the School-wide Expectations. Weekly Recognition.
- *Remarkable Raider - these are given to students who are a Role Model for others. Monthly Recognition.
- *Classroom Recognition Systems - these are dependent on the classroom.

Building-Wide Expectations

Building-Wide Expectations will be explicitly taught to all students and reinforced by all staff. These expectations include the following areas: Arrival, Dismissal, Hallways, Bathroom, Lunchroom, Playground, and Assemblies. Teachers will review the Building-Wide Expectations during class meetings and provide an opportunity to model, practice, and reinforce these expectations at the beginning of the school year. Expectations will be displayed on posters throughout the school. See the Expectations Matrix at the back of this handbook.

Classroom Rules

Each classroom should establish a small list of rules/procedures and consequences for misbehavior. These should be approved by the principal prior to distribution to students and parents. It is best

practice to involve students in developing this list of rules/procedures for the students to follow in their class.

Office Discipline Referrals

Major discipline issues will result in an immediate office referral. Major offenses include the following behaviors: Inappropriate Language, Fighting/Physical Aggression, Disruptive Noncompliance, Bullying Behavior, Threatening Language, Vandalism/Property Damage, Elopement/Running Away, Theft/Stealing, Self-Injury, Weapons, and Other Behaviors as Noted by the Classroom Teacher.

Office referrals will be entered into Power School as a Discipline Log Entry by the Building Principal OR the School Counselor.

Teachers should notify the principal ahead of time before sending students to the office, unless in the event of an emergency. If an emergency situation arises that a child must be removed from the classroom immediately, the teacher should contact the office for assistance and be sure to follow-up with the proper documentation (Office Referral Form) following the incident. Consequences and behavior management techniques (such as the CHAMPS program by Randy Sprick) will be addressed at PLC faculty meetings and PLC teaming meetings. The staff will also implement the principles of Love and Logic® when working with all students.

Second Step Social-Emotional Learning Program and Curriculum

The Second Step program is a Tier 1, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students. The Second Step program teaches specific skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. With the ability to focus, listen, and stay calm and in control, students are better able to meet school-wide behavioral expectations and benefit from learning. At Central, all staff are involved with promoting and teaching the Second Step curriculum and strategies. Classroom teachers introduce a lesson each week and our School Counselor finishes the lesson during her Guidance Counselor class with students each week. The main topics of instruction include Skills for Learning, Empathy, Emotion Management, and Problem Solving. More information about our Second Step program and resources for families will be shared with parents/guardians throughout the school year.

Anti-Bullying Policy and Procedures - See attached

Our school community is committed to making our school a safe and caring environment for all. We will treat each other with respect, and we will refuse bullying of any kind at our school.

Corporal Punishment

(Policy JCA) Corporal punishment shall not be used in the district.

Suspension/Expulsion Procedures

Except as limited by Section 504 or IDEA, a student may be suspended or expelled, for reasons set forth in Kansas law. Any student who is suspended for a period of more than 10 days or expelled shall receive a copy of the current suspension and expulsion law and this policy.

Suspension/expulsion hearings shall be conducted by the superintendent or other certificated employee or committee of certificated employees of the school in which the pupil is enrolled or by any other hearing officer appointed by the board.

The principal of any school may establish appropriate requirements relating to the student's future behavior at school, opportunities for making up missed work because of suspension and/or placing the student on probation as conditions for readmission to school. The primary responsibility for arrangements to make up work missed during the suspension period lies with the student, but the teacher shall determine what constitutes a reasonable time period for completing the work.

Reasons for Suspension or expulsion

Students may be suspended or expelled for one or more of the following reasons:

- Willful violation of any published, adopted student conduct regulation;
- Conduct which substantially disrupts, impedes, or interferes with school operation;
- Conduct which endangers the safety or substantially impinges on or invades the right of others;
- Conduct which constitutes the commission of a felony;
- Conduct which constitutes commission of a misdemeanor;
- Disobedience of an order of a school authority if the disobedience results in disorder, disruption or interference with school operation; and
- Possession of a weapon at school, on school property or at a school sponsored event.

Short-term Suspension

Except in an emergency, a short-term suspension (not exceeding **ten** school days) must be preceded by oral or written notice of the charges to the student and an informal hearing. If a hearing is not held prior to the suspension, an informal hearing shall be provided no later than 72 hours after imposition of a short-term suspension. Written notice of any short-term suspension shall be delivered to the student's parent or guardian within 24 hours after the suspension has been imposed. Short-term suspension hearings may be conducted by any person designated in policy as having the authority to suspend

At the informal suspension hearing, the student shall be:

- notified of the right to be present;
- informed of the charges;
- informed of the basis for the accusation; and
- allowed to make statements in his/her defense.

Long-Term Suspension or Expulsion

Before a student is subject to long-term suspension (not to exceed 90 school days) or expulsion (not to exceed 186 school days), a hearing shall be conducted by a hearing officer who has authority to suspend or expel. The superintendent/principal shall designate a hearing officer. Formal hearings shall be conducted according to procedures outlined in current Kansas law and:

- The student and parents or guardians shall be given written notice of time, date and place of the hearing.
- The notice shall include copies of the suspension/expulsion law, and appropriate board policies, regulations and handbooks.
- The hearing may be conducted by either a certified employee or committee of certified employees, the chief administrative officer, or an officer appointed by the board.
- Expulsion hearings for weapons violations shall be conducted in compliance with Kansas law by persons appointed by the board.
- Findings required by law shall be prepared by the person or committee conducting the hearing.
- Records of the hearing shall be available to students and parents or guardians according to Kansas law.
- Written notice of the result of the hearing shall be given to the pupil and to parents and guardians within 24 hours after determination of such result.

Rules Which Apply in all Cases When a Student May be Suspended or Expelled

- Refusal or failure of the student and/or student's parents to attend the hearing shall result in a waiver of the student's opportunity for the hearing.
- Students who are suspended for more than 10 days or expelled from school may appeal to the board within 10 calendar days of receiving written notice of the hearing results.

- A student suspended for more than 10 school days or expelled from school shall be provided with information concerning services or programs offered by public and private agencies, which provide services to improve the student's attitude and behavior.
- A student who has been suspended or expelled shall be notified of the day the student can return to school.
- If the suspension or expulsion is not related to a weapons violation, the principal may establish appropriate requirements relating to the student's future behavior at school and may place the student on probation.
- If the expulsion is related to a weapons violation the superintendent may establish appropriate requirements relating to the student's future behavior at school and may place the student on probation. (See JDC)
- The days a student is suspended or expelled are not subject to the compulsory attendance law.
- During the time a student is suspended or expelled from school, the student may not:
 - Be on school property or in any school building without the permission of the principal.
 - Attend any school activity as a spectator, participant or observer.

When a suspension is imposed during the school day, the student shall not be removed from school until a parent has been notified. If a parent cannot be notified during regular school hours, the student shall remain at school until the regular dismissal time.

Student Rights During a Long-Term Suspension/Expulsion Hearing

The student shall have the right:

- To counsel of his/her choice;
- To have apparent or guardian present;
- To confront and cross-examine witnesses who appear in person at the hearing;
- To present his or her own witnesses;
- To testify in his or her own behalf and to give reasons for his or her conduct;
- To an orderly hearing; and
- To a fair and impartial decision based on substantial evidence.

Appeal to the Board

The following conditions shall apply if a student who is age 18 or older or the student's parents or guardian files a written appeal of a suspension or expulsion:

- Written notice of the appeal shall be filed with the clerk within 10 calendar days of the hearing.
- The board shall schedule an appeal with the board or a hearing officer appointed by the board within 20 calendar days.
- The student and the student's parent shall be notified in writing of the time and place of the appeal at least 5 calendar days before the hearing.
- The hearing shall be conducted as a formal hearing using the same rules noted earlier for expulsion hearings.
- The board shall record the hearing.

The board shall render a final decision no later than the next regularly scheduled board meeting after the conclusion of the appeal hearing.
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Sexual Harassment - JGEC

Sexual harassment shall not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administration, certified and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

It shall be a violation of district policy for any employee to sexually harass a student, for a student to sexually harass another student, or for any employee to discourage a student from filing a complaint lodged under the provisions of district policy.

Sexual harassment is unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student when:

- Submission to such conduct is made, explicitly or implicitly, a term or condition of the individual's education;
- Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
- Such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment.

Sexual harassment may include, but not limited to:

Verbal harassment or abuse;

Pressure for sexual activity;

Repeated remarks to a person, with sexual or demeaning implication;

Unwelcome touching; or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades, participation in extracurricular activities, etc.

Specific examples of sexual harassment include:

- Making sexual comments or jokes;
- Looking or gesturing in a sexual manner;
- Touching, grabbing, pinching in a sexual way;
- Brushing up against;
- Flashing or mooning;
- Spreading sexual rumors about an individual;
- Pulling clothing in a sexual manner;
- Showing or giving sexual pictures, messages or notes;
- Blocking passage in a sexual way;

Safe, Violence-Free, Drug-Free School Environment

The Central Elementary community, as a part of Wamego USD 320, believes it is everyone's responsibility to keep our schools free of violence, drugs, and threats of any kind. The following are summaries of district policies regarding providing a safe and drug-free environment.

Behavior/Conduct - JCDA

Violation of any provision of the behavior code may result in disciplinary action up to and including suspension and/or expulsion.

The district shall cooperate with law enforcement in security matters and shall, as required by law, report criminal acts committed at school, on school property or at school-sponsored activities.

Drug Free Schools - JDDA

Maintaining drug-free schools is important in establishing an appropriate learning environment for the district's students. The unlawful possession, use, sale or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity is prohibited.

Student Conduct

As a condition of continued enrollment in the district, students shall abide by the terms of this policy.

- a. Student shall not unlawfully manufacture, sell, distribute, dispense, possess or use illicit drugs, controlled substances or alcoholic beverages at school or on school district property, or at any school activity. Any student violating the terms of this policy will be reported to the appropriate law enforcement officials, and will be subject to:
 1. **First Offense.** A first time violator shall be subject to one or more of the following sanctions:
 - a. A punishment up to and including short-term suspension;
 - b. Suspension from all student activities for a period of not less than two weeks;
 - c. An evaluation from an acceptable drug and alcohol program. (Name(s) of acceptable programs are on file with the board clerk.)
 2. **Second Offense.** A second time violator shall be subject to one or more of the following sanctions:
 - a. Punishment up to and including long-term suspension;
 - b. Suspension from all student activities for a period of not less than one month;
 - c. A student placed on long-term suspension under this policy may be readmitted on a probationary status if the student agrees to complete a drug and alcohol rehabilitation program. (See JBC.) (Name(s) of acceptable programs are on file with the board clerk.)
 3. **Third and Subsequent Offenses.** A student who violates the terms of this policy for the third time, and any subsequent violations, shall be subject to the following sanctions:
 - a. Punishment up to and including expulsion from school;
 - b. Suspension from participation and attendance at all school activities for the year;
 - c. A student who is expelled from school under the terms of this policy may be readmitted during the term of the expulsion only if the student maintains regular attendance at an approved drug and alcohol education and rehabilitation program. (Name(s) of acceptable programs are on file with the board clerk.)

Students who are suspended or expelled under the terms of this policy will be afforded the due process rights contained in board policies (See JDD) and Kansas Statutes, K.S.A. 72-6114, et.seq. Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other policies governing student discipline. Drug and alcohol counseling and rehabilitation programs are available for district students. In the event a student agrees to enter into and complete a drug education or rehabilitation program, the cost of such program will be borne by the student and his or her parents.

A list of available programs along with names and addresses of contact persons for the program is on file with the board clerk.

Parents or students should contact the directors of the programs to determine the cost and length of the program.

A copy of this policy shall be provided annually to all students, and the parents of all students. Parents of all students shall be notified that compliance with this policy is mandatory.

Emergency Safety Interventions (ESI)

The Wamego USD 320 Board of Education has adopted a local board policy on the use of Emergency Safety Interventions (ESI) which is available online at www.usd320.com. The Emergency Safety Interventions (ESI) policies for all students will:

- Promote safety and prevent harm to students, school personnel, and visitors.
- Foster a climate of dignity and respect in the use of discipline and behavior management techniques.
- Provide school personnel with clear guidelines about the use of seclusion and restraint in response to emergency situations.
- Provide parents/guardians information about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions, and responses to emergency situations.
- Promote the use of non-aversive behavioral interventions, including positive behavior support techniques.

Building principals are responsible for ensuring all school staff are trained annually in positive behavior intervention techniques, de-escalation strategies, ESI regulations and district ESI policy/procedures.

Standards for the use of ESI

Emergency Safety Interventions (ESI) refers to the use of seclusion or physical restraint. District personnel may use seclusion and/or physical restraint only when less restrictive alternatives were determined by the school employee to be inappropriate or ineffective, and when a student's behavior presents an immediate physical danger to self or others. Violent actions that are destructive of property may necessitate the use of ESI. The use of ESI shall stop as soon as the immediate danger or physical harm ceases to exist.

Physical Restraint

Physical restraint may be used when the student's behavior presents an immediate physical danger to self or others or is violently destructive of property, and other interventions, such as positive behavior supports, to prevent dangerous behaviors are inappropriate or ineffective under the circumstances. When physical restraint is used, the following principles apply:

- The use of physical restraint shall stop as soon as the immediate danger of physical harm ceases to exist.
- School personnel will use the safest method with the least amount of force, for the shortest amount of time possible during ESI.
- The student's status will be visually monitored continuously throughout the process to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel.

The following physical restraint procedures are prohibited:

- Use of restraint for purposes of discipline, punishment, or for the convenience of a school employee is prohibited.
- The use of prone physical restraint, supine physical restraint, physical restraint that obstructs the airway of a student, or any physical restraint that affects a student's primary mode of communication is prohibited.
- The use of chemical restraint, except as prescribed treatments for the student's medical or psychiatric condition by a person appropriately licensed to issued such treatments, is prohibited.
- The use of mechanical restraint, except those protective or stabilizing devices either ordered by a person appropriately licensed to issue the order for the device or required by law, any device used by a law enforcement officer in carrying out law enforcement duties,

and seatbelts or other safety equipment when used to secure students during transportation is prohibited.

Seclusion

Seclusion may be used when the student's behavior presents an immediate physical danger to self or others or is violently destructive of property, and other interventions, such as positive behavior supports, to prevent dangerous behaviors are inappropriate or ineffective under the circumstances. When seclusion is used, the following principles apply:

- The use of seclusion shall stop as soon as the immediate danger of physical harm ceases to exist.
- A student shall not be subjected to seclusion if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion. The medical condition must be documented by the student's licensed health care provider, a copy of which has been provided to the school and placed in the student's health file.
- During seclusion a school employee shall be able to see and hear the student at all times. All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.
- A seclusion room shall be a safe place with the proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

Multiple ESI Incidences

Upon the third ESI for a single student within a school year, a meeting will take place within 10 days that will include the IEP team, 504 team, or a general education team that includes the parents, teacher, staff member involved in the ESI, building administrator and any other district employee deemed appropriate by the school principal. In all cases, the student shall be invited to the meeting. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time-period.

During the meeting, the team will discuss the incident(s), consider the need for a functional behavioral assessment, creation or changes to a behavior intervention plan, and if the student should be evaluated for services if the student has not been identified for a 504 plan or special educational services.

Nothing in this section shall prohibit the development and implementation of a functional behavior intervention plan for any student who has not had three ESI incidents in a school year. This process may be modified by the agreement of the IEP or 504 team.

Parent Rights & Notification

- Upon use of an ESI, the school must notify the parent the same day of the incident. If the parent cannot be contacted, the school must notify the emergency contact listed in the student record.
- Written documentation, which includes date and time of the intervention, the type of intervention, and the length of time the intervention was used, and the school personnel who participated in or supervised their intervention, shall be provided to the student's parents no later than the next school day.
- The first written ESI incident report shall be accompanied with a copy of the district ESI, parent's rights, local dispute resolution process, the complaint process of the state board of education (when available), and information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. For each subsequent incident, the parent notification form shall include a direct website address that contains all required ESI information.

Complaint Investigation Procedure

- The Board of Education has delegated to the Superintendent or his/her designee the authority to receive parental written complaints regarding the use of ESI.
- Upon receipt of a complaint, the Superintendent or his/her designee will investigate the complaint and develop a written report which will include findings of fact, conclusions relevant to the requirements of this policy or regulations of the KSDE and, if necessary, a corrective actions to remedy an instance of noncompliance. The Superintendent or his/her designee shall submit the report to the Board of Education in executive session. The Board may approve the report or require additional information before approving the report.
- The written report will be submitted to the parents, the school, the Board of Education, and the the KSDE within 30 calendar days from the date the complaint is received in the Superintendent' s office. Once such a procedure has been developed, a parent may file a complaint under the state board of education complain process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

NOON HOUR GUIDELINES

(Lunch and Recess)

The lunchroom should be a pleasant place to eat and visit with friends at the immediate table. Students are able to visit quietly with their immediate neighbors, but should also be encouraged to eat.

Noon hour discipline will be handled by the lunch and recess aides and will not be carried over to the classroom. However, teachers will be advised of student's behavior. Lunchroom aides and recess aides will use the Behavior Reporting Pads as a way of communicating the concerns to the teacher. If a student exhibits a "major" infraction during lunch or recess, the student will be sent immediately to the office with an office referral filled out. A list of "minors" and "majors" is described at the end of the handbook.

All staff will follow the School-wide Expectations and discipline plan. This is attached at the end of the Handbook.

PLAYGROUND RULES AND GUIDELINES

(For Student's Safety)

No personal toys on playground.
No tag will be played for safety reasons.

Slide - One student at a time on the slides. Children should slide down in a safe manner. No sliding down head first.

Bars and Beams -Take turns and share the bars to avoid injuries. Stand back while others are performing. Children should not be on the top of bars at any time.

Balls - Students must ask teacher(s) to retrieve ball from street.

Jump Ropes - Jump ropes should be used for jumping only.

Fences - No climbing or kicking the mesh wire fence.

Basketball Goals - The goals are to be used for basketball and not other purposes.

Coats - Must be worn or tied around the waist, not thrown on playground or in equipment tubs or hung on the fence.

Playground Rules and Guidelines - Students are not to talk to anyone (not even parents) through the fence or leave the playground without permission.

PLAYGROUND SUPERVISION

During recess there must be a teacher on duty supervising the concrete area and another to supervise the grassy area. If a teacher would decide to take his/her class out by herself/himself, he/she will need to decide which area his/her students will play on so that he/she will be able to supervise by himself/herself.

Please make sure you take a cell phone with you.

Students are not to talk to anyone (not even parents) through the fence or leave the playground without permission. Please report any unknown individuals to the office immediately.

DUTIES OUTSIDE THE CLASSROOM

We are mutually responsible for each student from the time they enter school until they go home. The responsibility must be shared conscientiously by every member of the staff.

In elementary school, supervision of young children must be close and continuous. It is essential to have orderly halls, playgrounds, and lunchroom and remind students of the schoolwide expectations in all areas. Students must be supervised at all times. If you must leave your classroom when the students are present, call the office and someone will come to relieve you. Maintaining the schoolwide expectations throughout the entire school is everyone's responsibility. The focus should be on instruction and practice of these expectations.

You may be asked to be a chairperson of a building committee or to serve on such a committee. Various committees will study and work on almost all facets of our elementary school curriculum. Teacher suggestions should be channeled through proper committee chairpersons. A teacher's work in Wamego Unified School system may well be measured not only by the success in his/her classroom, but also by his/her professional attitude and effectiveness outside the classroom.

CRISIS PLAN

You must carry your keys with you at all times, so that you can lock your doors in the event of a lockdown. Put this in the forefront of your minds and start doing this IMMEDIATELY if you aren't already. If you need a lanyard, we have some in the office.

There are three levels of threat:
Secure Campus
ALICE Protocol - Intruder

For a Secure Campus, I (or someone from the office) will announce for staff to be aware and safe for a secure campus protocol. I will explain in the email what you should do. If you are somewhere other than your classroom (i.e. library, technology lab, lunchroom, gym), a runner will come to you to notify you of the procedures.

For a Lockdown procedure:

During a Lockdown, all students and staff will secure a place to stay to keep safe and buy time until they can Evacuate. Teachers talked to the students about how to barricade doors and what they should do to stay safe if they cannot evacuate the building. All discussions with students are age appropriate and will be an extension of "stranger danger" discussions and focus on listening carefully to the teacher in case of an emergency and following directions promptly. If teachers feel it is safe to Evacuate the building, they practiced that today as well.

A.L.I.C.E. is a school safety program created in 2000 to offer additional options to students and staff in dealing with an armed intruder situation. Two of the individuals who founded and developed the program are long-term law enforcement professionals. A 30-year educational professional is a member of the team and works to ensure that A.L.I.C.E. teaching/training materials are age-appropriate, psychologically sound, and address the issues of individuals with special needs. All of our staff have gone through the online A.L.I.C.E. training.

A.L.I.C.E. is an acronym that stands for:

- **ALERT:** Pay attention to your surroundings and teacher and Get the word out that a threat exists
- **LOCKDOWN:** Secure a place to stay as long as possible as a starting point to buy time.
- **INFORM:** Give constant, real-time information throughout the building using all available technology.
- **COUNTER:** **This is a last resort and we will not be practicing this with students at Central Elementary.** Individuals are unable to escape. Countering may be as simple as creating a distraction to allow opportunities to escape.
- **EVACUATE:** The goal is to move students out of the danger zone. It's important to be prepared to escape.

FIRE DRILL/STORM ALERT INSTRUCTIONS

Each Central room has an emergency plan located near the exiting door of the room. The sign shows the primary and secondary exit for fire drills and the designated storm shelter. Students and staff should follow those routes in the event of an emergency.

During an emergency, students should not talk, run, or push. They should be silent so they may be instructed if the need occurs. All teachers must bring their emergency bag with a roster and emergency contact information during all drills. Bring your red/green cards outside and be sure to take roll of students after they are in their designated spot. Hold up green card if all students are accounted for; red card goes up if students are missing.

Return Procedure - authorized school personnel will announce when it is safe to return to the building.. Please return by the assigned entry way as instructed by the office.
All Central students will be brought to Wamego High School's upper gym to meet during a true fire emergency as instructed by the office using the walkie-talkies.

FIRE DRILL PLAN FOR HANDICAPPED STUDENTS

Plan of action for handicapped student(s) in case of fire or fire drill: The individual teacher or para assigned to the handicapped student will be responsible for taking the child out of the building in case of a fire or fire drill. In an event where there would be no para and the teacher would need assistance, please call the office.

ASSISTANTS' DUTIES

Lunch assistants' duties:

1. Supervise students in the lunchroom.
2. Monitor students behavior
3. Conduct a pleasant atmosphere in which to eat.
4. Dismiss students to the playground by one side of the table at a time.
5. Place students at the learning table and conference with the student about his/her behavior.

Lunchroom assistants should not:

1. Eat while they are on duty.
2. Visit with other assistants while on duty.

Playground assistants' duties:

1. Line students up quietly before the students come into the building.
2. Supervise students fairly.
3. Send students into the building who are hurt that need treatment.
4. Communicate any behavior issues with classroom teachers.

Playground assistants will not

1. Visit with other assistants while on duty.

CERTIFICATION

Each teacher is responsible for knowing that her certification is valid and registered with the superintendent. This is necessary to be eligible to be on the payroll.

LESSON PLANS

Grade level teams will meet to plan units of instruction for the school year. Themes developed will be shared with special teachers. Ensure that weekly plans are thorough. When read, curricular outcomes should be evident. Please save your lesson plans on the Google drive by 9:00 a.m on the first day of the work week.

E-MAIL

Employees shall have no expectation of privacy when using district e-mail or other official communication systems. E-mail messages shall be used to conduct approved and official district business. All employees must use appropriate language in all messages.

Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the administration. The district retains the right to duplicate any information in the system or on any hard drive. Employees who violate district computer policies are subject to disciplinary action up to and including termination.

CALLING SUBSTITUTE

As soon as you know you will need a substitute, log onto AESOP and put in a substitute request. Inform the principal (or school secretary if principal is not available) by text or phone call. If you are unable to contact your principal or school secretary, call the Unified School District office. Certain information is very necessary for any substitute to do an adequate job. Each teacher should set up a "sub" folder in your plan book so the sub may find information quickly. Have a "buddy" teacher who could assist substitute with finding materials.

1. Every effort should be made to call by 6:10 a.m. unless arrangements have already been made for a substitute. Calls after this time make it very difficult to get a substitute.
2. An updated seating chart should be available for the substitute.
3. A time schedule of your daily classes, physical education period, music period, etc., should be available on your desk and posted on the wall near the door.
4. Write lesson plans that are clear. Be sure to let the substitute know to check your mailbox both in the morning before school starts and again on their lunch break. The teachers at Central have always been complemented by substitutes for having great detailed lesson plans. Keep up the good work!
5. An indoor recess schedule must be in all teachers substitute folders.

NORMAL DUTY HOURS

Classroom teachers and special teachers should be at school by 7:45 a.m. and stay until or after 3:45 p.m. unless meetings require an earlier or later time. If you go home occasionally for lunch, return in plenty of time to be in your classroom before the students. Please inform a co-worker and sign out in the office when you leave the building. Teachers need to be in classroom by 8:00 a.m. before children arrive in the classroom. The beginning bell rings at 8:00. The tardy bell rings at 8:05 and the dismissal bell rings at 3:25. Please do not ask to leave school early for appointments unless absolutely necessary.

WITHDRAWING STUDENTS DURING THE SCHOOL YEAR

Any student withdrawing from Central during the year will have a withdrawal form to be filled out by their teacher.

MONEY AND VALUABLES

Money and other valuables should not be left in the teacher's desk or any part of the room easily accessible. Students should not have large sums of money. If this occurs, have them leave it at the office until time to go home.

EXCUSING CHILDREN FROM THE CLASSROOM

No child will be dismissed from this school unless a parent/guardian has signed them out through the office. If a parent/guardian comes to your classroom to pick up a child, check with the office first. The office will call on the intercom to request the child be sent to the office for dismissal. Students who come to school late should sign in at the office and they will have a pass showing you they did so. If they are late and do not have a pass, please send them to the office. Do not count breakfast students late.

RETAINING CHILDREN AFTER SCHOOL

No student should be left in the room or building after the teacher has left for the day unless under the supervision of another teacher. All children should call home to inform parents that they are staying after school. Bus students should be given a day to make necessary arrangements.

MAIL BOXES

It is essential that you check your mailbox three times a day (before school, at lunch time and at the end of the day). All non emergency messages (personal as well as student messages) will be placed in the appropriate mailbox.

TEXTBOOKS AND PERSONAL SUPPLIES

Please keep inventory updated on the Google drive. At the conclusion of the school year, a hard paper copy will need to be given to the school secretary.

FACULTY MEETINGS

Teachers are expected to be present and on time at meetings called by the principal. Faculty meetings are scheduled for after school the First Wednesday of each month.

TEACHERS USE OF TELEPHONE/CELL PHONE

The telephone is for school business only. Students and staff should not be called to the telephone during school hours except in cases of emergency. **Please do not use the telephone on both secretary' desks during school hours.** Personal cell phones should not be used during the school day unless there is an extenuating circumstance that requires you to do so.

PROFESSIONALISM

Employees are expected to maintain a neat appearance and dress professionally. Jeans are allowed as long as you look professional. Dress or jean shorts may be worn on special Play or Park days. Athletic pants or shorts should not be worn during student contact days.

SUGGESTIONS FOR ADDITIONAL POSITIVE PARENT CONTACT

1. Frequent SeeSaw posts and interactions
2. E-mail or postcards sent through the mail.
3. Phone calls.
4. Class letters
5. Personal contact.
6. Keep a record of these contacts.

COMMUNICATIONS

Reporting classroom news can be a great way to reach our public. You are asked to submit news items to the office for the Central Elementary blog each month. Please keep the office informed of upcoming events in your classroom, e.g. field trips, programs, awards, current projects, in short "classroom happenings." Newsletters to parents from you are a great way to keep in touch. Each month, teaching teams will submit an article for the principal to share with the school board to be included in "For the Good of USD 320".

Parent conferences offer a unique opportunity to get to know parents. All teachers will participate in Parent/Teacher Conferences as scheduled.

MILK FOR SNACK

Snack milk/juice will be given every day at school if the student has purchased this. **Do not pour milk and straws in your sinks - they clog the drains.** Students can throw milk/juice cartons in the classroom trash cans.

HEALTH AND WELLNESS

In the fall of 2005, USD 320 established a Health and Wellness Committee" to help create a school wellness policy based on Public Law 108-265. This committee continues to meet to work toward several established goals. The USD 320 wellness policy reads as follows:

USD 320 Wamego is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of USD 320 Wamego that:

- Wellness guidelines will be implemented as specified in the Kansas State Department of Education's Wellness Policy Report for each school level.
- Students, parents, teachers, food service professionals and other interested community members will be engaged in developing, implementing, monitoring and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support and encouragement to be physically active on a regular basis.

- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
- Students will be provided with adequate time to eat in settings that are clean, safe and pleasant.
- To the maximum extent practicable, all schools in our district will participate in available federal school nutrition programs.

Specifically, the committee is working toward the achievement of the following goals:

- To complete an analysis of current food service offerings and create a plan for possible enhancement of food service offerings with emphasis on high nutritional quality and fresh foods.
- To complete an analysis and possible enhancement of our physical education programs.
- To complete an analysis and possible enhancement of our health education curriculum for students and outreach for staff and parents.
- To recommend a "tobacco-free" grounds policy for USD 320.

The Health and Wellness Committee is also working with funds provided by the Coordinated School Health grant to address these areas.

We encourage parents to support the school wellness policy by serving as examples of healthy living. We ask that parents work toward providing healthy treats at classroom celebrations and model "balance" in eating habits for students. Also, as a reminder, students are not permitted to consume soda pop at any time in school.

If you have questions regarding the USD 320 wellness policy, please contact the building principal for further information.

AFTERNOON BUS DUTY

Bus students are dismissed at 3:25 p.m. along with children who walk to school. Each staff member will be responsible for a portion of the dismissal process. Assignments will be made during the initial faculty meeting of the new school year.

ATTENDANCE

Children arriving at school after 8:05 a.m. and before 10:00 a.m. will be counted tardy. If a student is tardy to school they will need a pass from the office. If they do not have a pass, please send them back to the office to get one. Students arriving after 10:00 a.m. and before lunch are counted absent one-half day.

Students will be counted absent one-half day if they leave school for the day before 2:00 p.m. Teachers are to take attendance and lunch count by 8:30 a.m.

FIELD TRIPS

You are encouraged to take local field trips with your students. If a bus is needed, fill out the bus form in the office in order to make appropriate arrangements. All bus forms need to be submitted to the transportation director by at least one week before your field trip.

Each classroom is allowed one out-of-town trip. All field trips are to be cleared with the principal. A note including purpose, date, and time will be sent by the teacher in advance of all field trips to alert parents that their child will be out of the building.

A field trip is a learning activity for students. Supervision is the responsibility of the school. Chaperones will be determined by the classroom teacher using a random method to give all parents equal chance to go. Chaperones will be given specific directions and must agree to uphold rules of classroom. Chaperones will also be required to sign the Volunteer Code of Conduct prior to attending the field trips. All parent chaperones will bring their own lunch. The trip will be planned as early as possible to permit those selected the opportunity to set their vacation date. Students deemed ineligible due to behavior or incomplete work may lose the opportunity to attend the class field trip. This decision must be shared with parents well before the day of the field trip. Parents must send written notification if they DO NOT wish for their child to go on a field trip. Students will ride to and from all field trips on the USD 320 bus. If a parent would like to drive their child from the field trip, a written note must be turned into the office prior to leaving for the trip.

CONFIDENTIAL FILE

Any student being serviced by the special services coop has a record in the confidential file. Records cannot be removed by his/her teacher. Disposition of records on a student leaving is done through the special services.

Confidentiality is extremely important while working with students and teachers.

STUDENT INTERVENTION TEAM

Teachers will use SIT Referral Forms for each student, which can be found on the F drive. Within these files will be data related to Central's School Intervention Team. Also the children not successful will have their Student Intervention Team Referral Form contained in this file. An intervention plan is to be written for students at risk. Write the plan in order to document extra assistance you and other staff at Central are doing as well as what you have asked parents/home to do for the students.

We will use Student Intervention Team (SIT) meetings for the school year. Please see the principal for a dates and times to meet about a child you have a concern about. Please bring with you work samples and a list of interventions you have tried. The school psychologist will update us on any changes early in the school year.

STUDENT ASSESSMENT

Student assessment is a continuous process. Teachers should assess students upon entering the classroom to determine learning strengths and deficiencies. Accurate records should be kept on computer and regular reports should be given to students and parents, showing progress and missing assignments. Reports will be sent home when appropriate. These reports will be substantiated by accurate records and student work collected by the student and teacher.

STUDENT WORK

An emphasis should be placed on quality—not quantity—student work and performance. A variety of activities should be available for students to demonstrate their learning. This learning should be assessed in a variety of ways, also. Student work should be completed and evaluated in a timely fashion. Students should not turn in work more than 10 days after it is assigned. The teacher should make every effort to work with the student and parent if a student is not turning in work. Every effort will be made to help a student who is behind or needs to catch up on work.

PARAMETERS FOR RELIGION

Teach only what is in the written curriculum regarding religion.

FIRST AID AND MEDICAL POLICY

The following should be reported to the building nurse or principal immediately:

- Bump or blow on face or head causing child to be dazed or unconscious.
- Severe eye injury or any injury causing persisting pain or blurred vision.
- Dog or animal bite.
- Broken teeth.
- Bleeding which cannot be stopped within 5 minutes.
- Severe lacerations, etc.
- Any injury you are in doubt about.
- See first aid instructions for further assistance.

Children should be excluded from school with the following symptoms:

- Temperature of 99.6 degrees & above. They should be fever free for 24 hours before returning to school.
- Upset stomach with nausea and vomiting, etc.
- Severe nose bleeds.
- Suspicion of contagious disease, especially if child has been exposed.
- A child who has fainted due to an unknown cause.
- Chicken Pox - 6 days after the appearance of rash

The school nurses, teachers and staff have the responsibility of deciding when a child is too ill to be in school.

No child is sent or taken home until parents or other designated, responsible person is contacted at home or work.

When medications are necessary during the school day the following criteria must be followed:

1. A written order from the doctor must be sent to school. (original copy)
2. A medication permit form must be completed by a parent or guardian.
3. All medications must have had a previous dose administered prior to the dose(s) to be given at school.
4. Medications must be in the original container.

This applies to all medications including prescription and over-the-counter.

***The **CPR Certified staff list** is posted in the nurse's office and the AED by the gym.

FOOD ALLERGY ACTION PLAN

Teacher

If you have a child in your classroom with severe allergies, the following steps will be taken:

- *Review health records as submitted by parents and physician with our school nurse.
- *Students should be included in regular school activities and not excluded based on their allergy.
- *Discuss field trips with parents to decide appropriate strategies for managing the food allergy.
- *Alert parents in your classroom through e-mail and newsletters of the food allergy so that parents are aware of the need to refrain from sending in treats that contain that food.

Principal, School Nurse and Teacher

- *Establish a core team of teachers, school nurse, principal, food service, and other school personnel to work with parents to establish a Prevention Plan and a Food Allergy Action Plan.
- *Alert parents in your entire school through e-mails (first 2-3 months of school) and newsletters of the food allergy so that parents are aware of the need to refrain from sending in treats that contain that food. Inform any room parents or parent helpers prior to a class party.
- *Assure that all staff who interact with the student on a regular basis understand the food allergy, can recognize the symptoms, knows what to do in an emergency, and works with other school staff to eliminate the use of the food allergen in treats, snacks, and other areas of the school day. Meet with staff prior to the first day of school when dealing with a severe food allergy issue.
- *Establish and practice the Food Allergy Action Plan before an allergic reaction occurs to assume the efficiency/effectiveness of the plan. Make sure medications are appropriately stored and that emergency kits are available that contain a physician's standing order for epinephrine. (Student should be allowed to carry their own epinephrine, if approved from the student's physician, parent, and/or school nurse.
- *School personnel should be properly trained to administer medications. Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.

Principal, Bus Transportation Supervisor and Superintendent

- *If necessary, work with district transportation administrator to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- *Enforce the "no eating" rule on buses

AUDIO-VISUAL POLICY

The philosophy and practice of USD 320 is to use classroom time for instructional activities. Unless stated in district curricular objectives, the use of audio/visual material is to be used as a supplemental, not primary, teaching aide. This type of instructional aide may not be used to replace the reading curricular material unless specifically stated in a student's IEP.

All audio/visual instructional material used in a classroom must meet the teacher's instructional objectives as defined by the district curricular outcomes and must be incorporated into a teacher's lesson plans. The teacher's lesson plans must clearly illustrate how the audio/visual material specifically meets the district's curricular objectives. All audio/visual material to be used in the instruction of USD 320 students must be previewed in its entirety by the classroom teacher and/or librarian and approved for use by the building administrator.

It would be a rare exception that audio/visual material created for entertainment, advertisement of religious purposes would be shown during the school day and only if approved by the building administrator.

VISITORS TO THE SCHOOL AND SMOKING POLICY

The board encourages its patrons and parents to visit the district facilities. Patron visits shall be scheduled with the teacher and the building principal. Notices shall be posted in school buildings to require visitors to check in at the office before proceeding to contact any other person in the building or on the grounds.

Any person who visits a building and/or grounds of the district will be under the jurisdiction of the building principal who shall be responsible for developing rules and regulations governing the presence of visitors in the buildings. The use of any form of tobacco, smoking, chewing, etc. by any persons is prohibited on all school property.

The principal has the authority to request aid from any law enforcement agency if any visitor to the district's buildings or grounds refuses to leave or creates a disturbance. Violation of this rule may lead to removal from the building or grounds and denial of further access to the building or grounds. Violators of this board policy and its rules may be subject to the state trespass law.

SOCIAL COMMITTEE

The Social Committee sends flowers for funerals, and gifts for baby & bridal showers, etc. Dues are collected at the beginning of every year to cover the cost of these items. If you are interested in serving on this committee please let the office know.

TECHNOLOGY

2019-2020 Central/West Elementary School **iPad Guidelines for PreK-5**

Your child will have access to an iPad in his/her classroom. We will be using it in many aspects of our learning.

PreK: There will be a classroom set of 5 iPads.
Grades K-5: There will be 1 iPad for every student.

iPads will stay at school. Students have no expectation of privacy when using a school iPad. Students will provide their assigned iPad for inspection at any time requested by a school official.

iPad use and contents will also be monitored remotely; this refers to the Mobile Device Management (MDM) being able to take inventory of the apps and internet usage.

Student Rules

Students will be expected to follow our iPad Rules. If students follow the rules, there should be very few accidents or mishaps with the iPads. Rules are as follows:

I will not have food or drinks near the iPad.

I will follow the teacher's directions when using the iPad.

I will make smart learning choices when using the iPad.

I will know where my iPad is at all times.

I will handle my iPad, case, and accessories with care and I will protect the screen.

I will sit while using the iPad, unless directed differently by my teacher.

Important Information for Parents

USD 320 Schools recognizes that with the implementation of the iPad initiative, there is a need to protect the investment both by the district and the student/parent. The student/parent will be charged a fee for any needed repairs other than normal wear and tear not to exceed the replacement cost of the iPad. The protective cases provided with the iPads have sufficient padding to protect the iPad from NORMAL treatment and provide a suitable means for transporting the device within the school.

Accidental Damage Fee

The student and/or the student's parents will be responsible for any damage to the device over normal wear and tear. School administration has the authority to adjust the accidental damage fee up or down depending on the price to repair the device. The teacher/student must complete a written report stating the details of the accident and submit it to the building principal.

School administration will make the final determination as to whether the damage was accidental or not.

Intentional Damage, Gross Negligence, Lost iPad, Theft, Vandalism and Criminal Acts

The Accidental Damage Fee does not cover damage caused by the following:

- failing to use the required protective case
- intentionally marking, defacing or abusing the iPad
- tampering with hardware components or operating system
- loss/theft due to failing to secure it per school recommendations
- gross negligence
- vandalism
- criminal acts

In cases of loss, theft, vandalism, gross negligence, intentional damage, and other criminal acts, the student/parent may be responsible for the cost of repairing or replacing the iPad (approximately \$500). If the iPad is stolen, the school will file a Police Report. There may be some other instances regarding vandalism and criminal acts that a Police Report may be filed.

If it is deemed that the student/parent must pay for the iPad repair/replacement and parents do not pay, the school may choose to file a Police Report for the damaged iPad and may pursue other legal action to recoup the cost for repair or replacement.

Lost or Damaged iPad Accessories

Lost or damaged items such as cases will be charged the actual replacement cost of Apple equipment. If the student/parent does not pay for the cost of repairing or replacing the iPad

accessories, the school may choose to file a Police Report or may pursue other legal action to recoup the cost for repair or replacement of the accessories.

Acceptable Use Policy

At enrollment time, you will read & sign the USD 320 Acceptable Use Policy. You can read the policy in its entirety in that document. The following are examples of actions that are not permitted in regard to the iPads:

- Sending spam, letter-bombs, chain letters, viruses or any other type of communication disruptive to a network
- Using language that is obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or otherwise considered inappropriate in public or private messages or on a web page
- Harassing, insulting, attacking, or bullying others
- Damaging devices, network hardware, systems or files
- Interference with the operation of a device or network system
- Violating copyright laws
- Using another's password and/or trespassing in another's folders, work, or files
- Intentionally wasting limited resources
- Employing the network or devices for commercial or political purposes
- Accessing, creating, or sending material that is profane, offensive, abusive, slanderous, or obscene, including pornography
- Accessing or creating material that advocates illegal or dangerous acts
- Accessing or creating material that advocates violence or discrimination towards other people (hate literature)
- Any use that disrupts the educational and administrative goals of the District
- Incurring a financial obligation through unauthorized use
- Using school devices or the network to take or disseminate photos, videos, or audio in an inappropriate manner or without the subject's permission

Sanctions

1. Violations may result in a loss of access.
2. Additional disciplinary action may be taken, up to and including expulsion.
3. When applicable, law enforcement agencies may be involved.

Other Teacher Expectations

Teaming: Held in Conference Room

- Norms for Collaboration - Due September 4th - Please post your Norms in the Conference room and review before each teaming.
- Student Concerns - The team should discuss any student concerns and try multiple strategies or interventions before any students are brought to SIT. Please see the Behavior Referral Process for any behavior concerns.
 - All PLC Teaming should be Focused on one or more of the PLC 4 Guiding Questions:
 - o What do students need to learn? - Curriculum
 - o How do we know when they have learned it? - Assessments and Data
 - o What do we do when they haven't learned it? - Interventions
 - o What do we do when they already have learned it? - Differentiation/Enrichment
 - Common Assessments and student data (formal or informal) should be reviewed at every teaming - Are students making progress?
- Collaboration - KAGAN Integration, Technology Integration, Other planning as needed

SMART Goals - due October 2nd

- Each Team should develop two goals from the following areas: Reading, Math, Social Emotional, or Technology Integration.
- Use previous assessment data to select a low area and decide what you will do to change your instruction in order to improve in this area.
- Use Template: Central SMART Goal Worksheet on Google Drive
- SMART Goals should be reviewed and results monitored at a minimum in January and May.
- In May, Team should complete the Central SMART Goal Reflection - Template on Google Drive

Social Emotional:

- School-wide Expectations taught explicitly in every classroom at a minimum in August/Sept., January, and April
- Second Step Curriculum taught with fidelity every week
- CHAMPS! - Must be posted and communicated frequently
- Classroom Rules - Must be posted and communicated frequently
- Office Referrals - Continue using Majors and Minors on office referral when sending students to the office.
- Communication with Parents - All behavior concerns should be communicated with parents. This is IMPORTANT! I do not want parents to feel like they do not know how their students are behaving in the classroom.
- Positive Reinforcement - Focus on Positive Reinforcement for those students who are doing what they should be doing.
- Any consequences for behavior should be as natural as possible! I do not want students missing recess unless absolutely necessary, or they are not being safe. Alternative movement or activities should be given if it is necessary.
- Individual teachers can decide if they need a classroom management tool like the clip chart or Class Dojo

****Log Entries** - Each teacher will need to complete Log Entries in Powerschool for the following, as well as anything else that should be documented on students.

- ACES - any student trauma that you are aware of, including the following:
 - Substance abuse in the home
 - Parental separation or divorce
 - Mental illness in the home
 - Witnessing domestic violence
 - Suicidal household member
 - Death of a parent or another loved one
 - Parental incarceration
 - Experience of Abuse or Neglect
- Bullying incidents - add details about what happened and who was involved
- DCF Reports - any reports you make
- Discipline Issues - I will enter Office Referrals if I get an Office Referral form. All other

discipline issues need to be entered by the teacher. If it is something you feel should be known by future teachers, please enter it.

***This documentation should be kept factual in nature.

Other "Tight" Items:

- Learning Objectives should be posted and communicated throughout the day and lesson.
- Kagan Structures should be embedded into your lesson plans on a daily basis
- Math
 - EngageNY/Eureka Math - This needs to be discussed at teaming weekly to make sure we are implementing the curriculum with fidelity.
 - Math Aides should be used for student intervention - this can vary between grade levels and teams. We will discuss this more as we learn throughout the year.
 - Reading
 - Should be focused on all areas of reading: Phonemic Awareness, Phonics, Fluency and Accuracy, Vocabulary, and Comprehension. Discuss at Teaming Weekly
 - Grade level Fidelity - Core
 - PK - Phonemic Awareness (Heggerty)
 - Kindergarten - Phonemic Awareness (Heggerty), Phonics (Animated Alphabet), Fluency (Decodable Readers), Vocabulary and Comp. (Shared Reading)
 - First Grade - Phonemic Awareness (Heggerty), Phonics (Blast), Fluency (Decodable Readers/Leveled Readers as appropriate), Vocabulary and Comp. (Shared Reading)
 - Second Grade - Phonics (HDWord), Fluency (Decodable Readers/Leveled Readers as appropriate), Vocabulary and Comp. (Guided Reading/Shared Reading)
 - Writing
 - Should be taught at least 3 times per week and focus on the Writing Process as well as the 6-Traits of Writing
 - Handwriting -
 - Kindergarten - Handwriting Without Tears
 - First Grade - Winged Writers
 - Second Grade - Weekly Practice

| | Expectation Matrix for Central Elementary | | | |
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| | Settings | | | |
| | Hallway | Cafeteria | Playground | Bathroom |
| Be Respectful | <ul style="list-style-type: none"> •Use a quiet voice •Walk on the right side of the hallway •Keep hands and feet to yourself | <ul style="list-style-type: none"> •Use a quiet voice •Use good manners •Listen to and follow adult requests | <ul style="list-style-type: none"> •Keep hands and feet to yourself •Use kind words and actions •Follow the rules of the game | <ul style="list-style-type: none"> •Give others privacy •Use a quiet voice •Take care of your business quickly |
| Be Responsible | <ul style="list-style-type: none"> •Use walking feet in the hallway •Control your body •Take care of our school | <ul style="list-style-type: none"> •Make your choices quickly •Clean up after yourself •Stay in your own space | <ul style="list-style-type: none"> •Play approved games •Use equipment safely and appropriately •Return equipment when you are done •Line up when the bell rings | <ul style="list-style-type: none"> •Wash hands with soap •Throw away any trash properly •Report any problem to your teacher |
| Be Your Very Best Self | <ul style="list-style-type: none"> •Walk directly to next location •Show people you care | <ul style="list-style-type: none"> •Ask for help when you need it •Be a friend to everyone | <ul style="list-style-type: none"> •Be active •Be a friend to everyone | <ul style="list-style-type: none"> •Make good choices |

USD320 Elementary Anti-Bullying Policy and Procedures

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| <p>I. Purpose Statement</p> | <p>Our school community is committed to making our school a safe and caring environment for all. We will treat each other with respect, and we will refuse bullying of any kind at our school.</p> |
| <p>II. Definition of Bullying & Harassment</p> | <p>A. Definitions Bullying is unwanted, aggressive behavior that may occur in person or electronically and involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Individuals who engage in bullying others intend to cause harm or distress on the targeted person(s). Individuals who are targeted by bullying may experience harm and distress, including impact on physical, psychological, social, or educational harm.</p> <p>To be considered bullying, the behavior must be aggressive and include:</p> <ul style="list-style-type: none"> • An imbalance of power: Individuals who bully use their power—such as physical strength, access to embarrassing information, age, position within the school or popularity—to control or harm others. Power imbalances can change over time and can vary depending on the situation, even if they involve the same people. • Repetition: Bullying behaviors happen more than once or have the potential to happen more than once. <p>The difference between bullying and harassment:</p> <p>Although bullying and harassment overlap at times, not all bullying is harassment and not all harassment is bullying. Harassment is also prohibited under this policy.</p> <ul style="list-style-type: none"> • Harassment is unwelcome conduct based on a protected class (i.e. race, national origin, color, gender, age, disability, religion, sexual identification) that creates a hostile environment. It does not need to include intent to harm, be directed at a specific target, or involve repeated incidents. • Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. <p>A bullying incident or harassment incident can involve multiple individuals who are bullied and multiple individuals who bully.</p> <p>The difference between bullying and peer conflict:</p> <p>Bullying is not the same as peer conflict. Conflict resolution and peer mediation may be appropriate for responding to peer conflict, but not to bullying. Peer conflict is not covered under this bullying policy.</p> <ul style="list-style-type: none"> • Peer conflict is an incident in which individuals with no perceived power imbalance fight, argue, or disagree. <p>B. Statement of Scope r school's consequences for bullying apply when bullying happens:</p> <ul style="list-style-type: none"> • On school grounds: Immediately before or after school hours, during school hours, or at any other time when the school is being used by a school group • At a school-sponsored activity, function, or event: On or off school grounds |

- **At school-related locations and events:** This includes but is not limited to bus stops and property adjacent to school grounds
- **On school-associated transportation and when traveling:** To or from school or a school activity, function, or event
- **When using property or equipment provided by the school:** This includes school-owned technology
- **On or off school grounds:** When the behavior has caused significant disruption to the learning environment or interfered with an individual's ability to learn

C. Prohibited Behavior

Any form of bullying and harassment, regardless of severity, is unacceptable and will be taken seriously by school personnel, students, and families. Types of bullying may overlap and bullying behaviors may fall into one or more categories. The following behaviors are strictly prohibited:

- **Physical bullying:** Involves hurting a person's body or possessions and may include hitting, kicking, tripping, pushing, pinching, spitting, taking or breaking someone's things, or making mean or rude hand gestures.
- **Verbal bullying:** Involves saying or writing mean things that may cause emotional harm and may include teasing, name calling, making inappropriate comments about someone, taunting, mocking someone, using put-downs, or threatening to cause harm.
- **Relational (social) bullying:** This is sometimes referred to as social bullying and involves hurting someone's reputation or relationships and may include leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, embarrassing someone on purpose, or making others feel "invisible".
- **Cyberbullying:** Involves aggressive behavior using electronic devices and may include circulating electronic images or videos, insulting text messages, bullying through online games, or bullying through social media.
- **Harassment:** Includes any of the above behaviors based on race, color, national origin, gender, age, disability, religion, or sexual identification.
- **Sexual Harassment:** Includes unwelcome sexual advances or comments, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature.
- Any type of retaliation, including against individuals who report bullying, is also prohibited.

D. Enumeration of Groups

Prohibition of behavior under this policy includes, but is not limited to, bullying behavior by any student, staff member, or parent to any student, staff member, or parent. Bullying and harassment motivated by race, gender, social status, religious beliefs, mental/physical ability, sexual or gender identity, and/or other relevant characteristics is strictly prohibited. All students, staff, and parents are protected under this policy, regardless of whether they are represented in the enumerated groups, as not all acts of bullying are based on enumerated characteristics.

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| <p>III. Reporting Procedures</p> | <p>It is our school's expectation that all bullying incidents be reported.</p> <ul style="list-style-type: none"> ● A student who believes he/she has been the target of bullying or harassment will submit a report of the bullying incident. ● Teachers/Staff witnessing or who become aware of a bullying situation or harassment should intervene right away; many times the situation can be rectified before it requires complicated interventions. ● Reports may be made using the bullying/ harassment reporting form that can be found in the school office or in each teacher's classroom. Students, parents, close adult relatives, or staff members may submit a bullying/ harassment reporting form. Students may ask for help from a staff member to complete the form if the student wishes. Forms may be filed anonymously, confidentially, or the individual may choose to be identified. <ul style="list-style-type: none"> ○ Anonymous and confidential reporting: To submit a report without revealing identity, bullying/ harassment reporting forms may be submitted in a designated box located outside of the following locations: front office, lunchroom, counselor's office, or library. The school will provide protection from retaliation for all individuals who submit reports of bullying or harassment behavior, whether or not they are the target of the behavior. <p>The counselor and/or school principal is responsible for receiving reports of bullying and harassment submitted to the designated box and filing a written report. If the reported incident is a violation of civil law (i.e. sexual battery or a hate crime), the school principal is responsible for reporting the incident to law enforcement. <i>*Extreme cases of bullying will go directly to the principal.</i></p> |
| <p>IV. Written Records</p> | <p>All reports of bullying/harassment will be documented on a bullying/harassment report form and submitted to the counselor and/or school principal and recorded in our student information management system for data collection and storage. Documentation will be maintained for reports, investigations, follow-up, resolution, and communication between the school and involved parties. This data will be used to identify patterns of bullying behavior, to evaluate effectiveness of prevention programming and the response procedure, and for behavior reports to the school district. The counselor and/or school principal is responsible for coordinating written records of bullying/harassment.</p> |
| <p>V. Investigating</p> | <p>The counselor and/or school principal will conduct a prompt, thorough, and impartial investigation of all reports of bullying/harassment using the bullying/harassment incident investigation form within three days after the report to ensure the safety of all students involved. Individuals who were bullied, individuals who bullied, and bystanders will be separated and asked to provide information about the incident. The investigation will also include a review of any previous complaints involving the individual(s) who bullied. The investigation procedure will vary depending on the nature of the reported incident. All information gathered during the investigation will be submitted to the school principal and will remain confidential. The findings from the investigation will be used by school administrators to determine the appropriate response procedure.</p> <p>During the investigation process, the school will take measures to ensure that no further bullying or harassment occurs between the individual(s) who was (were) bullied and the individual(s) who bullied. If necessary, the school will put in place a student safety plan for the involved individuals. The plan may include the following:</p> <ul style="list-style-type: none"> ● changing the seating of the individual(s) who bullied in class, at lunch, or on the bus |

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| | <ul style="list-style-type: none"> • identifying a staff member who will act as a safe person for the individual(s) who was (were) bullied • altering the schedule of the individual(s) who bullied • preventing access to the individual(s) who was (were) bullied <p>Any changes should not inconvenience the individual(s) who was (were) bullied.</p> |
| <p>VI. Responding</p> | <p>Schools will take prompt and effective steps to end bullying/ harassment, eliminate any hostile environment, and prevent the bullying and harassment from happening again. After the school receives a report of bullying or harassment, and it is confirmed, the counselor and/or school principal will contact the parent/guardian(s) of all students involved, and will maintain communication with the parent/guardian(s) once the investigation is completed to share the results of the investigation, whether there was a violation of policy, and the process for appealing the findings of the investigation. Support services will be provided to address the psycho-social needs of both the individual(s) who was (were) bullied and the individual(s) who bullied.</p> <p>Possible support services for the individual(s) who was (were) bullied and the individual(s) who bullied may include counseling and a student safety plan. Possible non-punitive support strategies for the individual(s) who bullied include, but are not limited to, a parent/student conference, counseling with the school counselor, education about the effects of bullying/harassment, a behavior contract, anger management training, positive behavioral supports (e.g. functional behavioral assessment, behavioral intervention plan), referral to an external mental health professional, or completion of community service. Different response strategies will be used if attempted strategies are ineffective. Following up with both the individual(s) who was (were) bullied and the individual(s) who bullied to monitor response efforts is the responsibility of the counselor and/or school principal. The school will ensure that individual(s) who were bullied and their families know how to report any subsequent problems.</p> |
| <p>VII. Sanctions (Consequences)</p> | <p>There will be appropriate sanctions for those participating in bullying. The developmental maturity levels of the parties, the levels of harm, the reasons surrounding the incident, the nature of the bullying, the context in which the alleged incidents occurred, and the past history of the parties involved will be considered when determining consequences. The school will follow a hierarchy of consequences for bullying (see Appendix A). Standard consequences for the individual(s) who bullied may include, but are not limited to, time out, loss of privilege, verbal reprimand, parental notification, detention, reassignment of seats in class, cafeteria, or bus, reassignment of classes, reassignment to another mode of transportation, completion of a letter of acknowledgement of actions with an apology to the individual(s) who was (were) bullied, repayment for damaged possessions, in-school suspension, out-of-school suspension, referral to law enforcement, or expulsion. Students will work with the counselor and/or school principal to create a behavior change plan if bullying behavior continues. The counselor and/or school principal is responsible for monitoring effectiveness of sanctions.</p> |
| <p>VIII. Communications</p> | <p>For reference by families and the wider community, USD 320's website and the website of the school will publicly and prominently feature this bullying policy, information about reporting bullying/harassment, and the name and contact information for the school administrator responsible for receiving incident reports. The counselor and/or school principal will also ensure that this policy is posted in the main office and that the full bullying policy, including all key components, is distributed annually in the student and staff handbooks.</p> |

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| | The school will also be responsible for posting the contact information for the school district's coordinators of Title VI for reporting of harassment based on race, color or national origin, Title IX for reporting of sexual and gender-based harassment, and Section 504/Title II for reporting of disability harassment. |
| IX. Evaluation | This school's bullying policy and its implementation will be evaluated using the data stored in the bullying/harassment incident database. Data will be used to identify patterns of bullying behavior and to evaluate effectiveness of prevention programming and the response procedure. Implementation and compliance with this school's bullying policy will be evaluated using a student and staff bullying policy implementation survey. This school's bullying policy will be reviewed and updated by an appointed committee on a yearly basis. |
| X. Training and Prevention Education | <p>Our school takes a proactive approach to dealing with bullying by providing the following training and prevention education for our students and staff:</p> <ul style="list-style-type: none"> • Social skills lessons are a regular part of the curriculum at our school. The <i>Second Step</i> program and its Bullying Prevention Unit are taught in all grade levels. • All staff go through the Bullying Prevention Unit online training on recognizing and responding to bullying effectively. • As part of the online training, teachers, counselors and administrators are trained on how to coach and create safety and behavior plans and follow-up with students involved in bullying. • Staff members are trained and given resources to help create a positive classroom climate to minimize the likelihood that bullying will occur. <p>All school administrators and all staff will receive, at minimum, the bullying prevention training (e.g. <i>Second Step Bullying Prevention Unit</i> training) on recognizing and responding to bullying and an annual training on the school's bullying policy including staff roles and responsibilities, investigation protocols, creating student safety plans, monitoring of hot spot areas where bullying repeatedly occurs, and use of the incident reporting form. Staff members will also receive resources to help create a positive classroom climate to minimize the likelihood that bullying will occur. New staff will receive a copy of school policies and procedures within 30 days of contracted start date and participate in annual training on bullying/harassment. The school will use a database to track the training of all staff and teachers.</p> <p>Students will receive information on the recognition and prevention of bullying/harassment during educational lessons.</p> |
| XI. Right to Redress of Individuals Who Were Bullied | This policy does not preclude individuals who were bullied from seeking legal remedies outside of the school/district to incidences of bullying/harassment. |
| XII. References | <p>Ali R. (2010). <i>Dear Colleague Letter: Harassment and Bullying</i>. Washington, D.C.: United States Department of Education Office for Civil Rights</p> <p>Bullying Definition. Retrieved from: http://www.stopbullying.gov/what-is-bullying/definition/index.html</p> <p>Cassel, V.S., Bell, A., Springer, J.F. (2011). <i>Analysis of state bullying policy laws and policies</i>. U.S. Department of Education. Retrieved from http://www.ed.gov/about/offices/list/opepd/ppss/index.html.</p> <p>Centers for Disease Control and Prevention. (2016). <i>Anti-Bullying Policies and Enumeration: An Infobrief for Local Education Agencies</i>. Atlanta, GA. Retrieved from</p> |

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