

SCC ELEMENTARY STAFF HANDBOOK 2016-2017  
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## PHILOSOPHY OF EDUCATION:

Education is based on the belief that students can and want to learn and is rooted in the conviction that a teacher can make a significant contribution to the development of other people.

## ELEMENTARY VISION/MISSION:

Our school will be a place where staff & students excel, and parents & community care.

We will work to meet the emotional, behavior, socials, and intellectual needs of *every child, every day, for every future.*

## COMPREHENSIVE SCHOOL IMPROVEMENT:

Teachers will be involved in formulating the vision and mission for the district and the building. They will be informed of the District's Comprehensive School Improvement plan and goals as developed by the Comprehensive School Improvement Committee and Curriculum Director(s). All teachers will share in the responsibility of achieving District goals.

A Building Improvement Plan will be developed with input from the staff. All teachers will share the responsibility of achieving building goals. Teachers will implement building-wide initiatives as they apply to their grade level and/or content area(s).

All teachers will be expected to participate in and implement professional development activities as defined by the District Career Development Plan. Each teacher will develop an Individual Career Development Plan according to the Tier II evaluation procedures adopted by the District. Teachers will take responsibility for their own professional growth and report progress toward their goals as required.

## THE LEARNING ENVIRONMENT:

The student is the most important element in the classroom. Classes need to be conducted in an atmosphere free from tension, where there is a sharing of ideas, and where there is mutual respect and caring among students and teachers. All staff members will take an active role in developing positive school morale.

## THE ACADEMIC PROGRAM:

Teachers will develop units of instruction based on the District-approved content standards and benchmarks for their content area(s) and grade level. They will differentiate instruction according to student needs, interests, and learning styles. Lesson plans should be written, current, and available for scrutiny.

Teachers will administer classroom assessments according to best practice both to monitor student progress and inform instruction. They will also conduct district-wide assessments according to the schedule set by the Curriculum Director(s). Teachers will be involved interpreting assessment results.

## GRADING AND TESTING:

Grading should be as objective as possible. A district-wide grading scale was adopted June 1, 2001, and will be used in all buildings.

|    |               |
|----|---------------|
| A  | 93-100%       |
| A- | 90-92%        |
| B+ | 87-89%        |
| B  | 83-86%        |
| B- | 80-82%        |
| C+ | 77-79%        |
| C  | 73-76%        |
| C- | 70-72%        |
| D+ | 67-69%        |
| D  | 63-66%        |
| D- | 60-62%        |
| F  | 59% and below |

## PROGRESS REPORTS TO PARENTS:

Mid-term reports can be either positive or negative. Teachers should be descriptive when writing poor-progress mid-term reports by indicating the student's current grade, reasons for the grade, and suggestions for improvement.

Progress reports should be made to parents as soon as the teacher realizes that a student is not working to his/her academic potential or is behaving in inappropriate ways. These reports can be by telephone, face to face, via email, or in written form.

Lists with students' names and potentially embarrassing information such as grades should never be posted.

## CHILD STUDY MEETINGS:

The Child Study process should be initiated during grade level meetings when a student is experiencing learning or behavioral problems that put him/her at-risk of not meeting grade-level expectations. Prior to initiating a Child Study Meeting, the teacher will have had tried interventions to address the problem and will have had made contact with the parent(s).

## SCHOOL WIDE DISCIPLINE and CLASSROOM MANAGEMENT:

The discipline of students on school grounds and at school functions is the responsibility of all teachers at all grade levels. This responsibility extends to all staff members, aides, secretaries, cooks, custodians, substitute teachers, and student teachers. Students will be supervised at all times. Teachers and staff will be familiar with and enforce the expectations, rules, and policies specified in the School-wide Discipline Manual located in Appendix A on page 10 of this handbook. In addition, they will be familiar with and will enforce the procedures specified in the SCC Elementary Student-Parent Handbook.

#### THE BUILDING PRINCIPAL:

The building principal is responsible for coordinating the efforts of all the employees to provide the best educational experience for each student. He/she makes decisions that are best made by one person. He/she is responsible for evaluating teachers, not strictly from classroom visits, but also from observations of attitudes, responses to administrative suggestions, cooperation with fellow workers, and professionalism.

When a teacher signs a contract, it is implied that he or she accepts the leadership of the administration. Any plans for major changes in teaching procedure or content should be taken to the principal for suggestions and approval before they are inaugurated. The same is true for special class activities such as parties, interschool activities, field trips, and the like.

When the principal is absent from the building, the guidance counselor is the administrative designee. The counselor may call another district administrator for assistance.

#### TEACHER OBSERVATION:

The building principal will attempt to visit classes everyday to keep in touch. Teachers are encouraged to invite the principal to special presentations and activities. Formal observations will take place according to the procedures defined by the District.

#### PARENT AND PUBLIC RELATIONS:

Any written communication sent home to parents, submitted for the paper, or sent as a newsletter should be written using clear language and correct mechanics. The teacher will provide the principal with a copy of what is to be sent out before it is distributed.

All staff members need to promote public relations with parents and the community. Teachers will treat parents with honesty, respect, and tact. Teachers will give careful consideration to what is discussed with community members concerning school matters. If a staff member hears a rumor or complaint, they should direct the community member to the appropriate persons. Teachers will not discuss confidential information.

#### DISTRIBUTION OF MATERIALS:

Students should be encouraged to participate in constructive extra-curricular activities in the community. Teachers will promote such activities and distribute information according to the Distribution of Materials Regulations found in Appendix D on page 19 of this handbook.

#### ACCESS TO STUDENTS AND/OR STUDENT RECORDS:

Teachers will refer to the guidelines found in Appendix C on page 20 of this handbook when someone requests access to a student or to student records. Teachers may also refer such requests to the office.

## RESOLUTION OF CONCERNS:

Student, parent, and employee concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Matters that cannot be resolved at the lowest level should be taken through the chain of command:

1. Matters concerning an individual student, teacher, or other employee should first be addressed to the teacher or employee involved.
2. If a matter is unsettled at that level, it should be addressed to the building principal.
3. A matter not settled at the principal's level should be directed to the superintendent.
4. If a matter cannot be settled satisfactorily by the superintendent, it may be brought to the Board of Education.

## WORKING HOURS:

For full-time contracted teachers, the school day extends from 7:45 a.m. until 3:45 p.m., except for Fridays when the hours are from 7:45 a.m. until 3:30 p.m. For part time contracted teachers, the work day may be flexible and as agreed to by the teacher and the administration. On early dismissal days, either scheduled or due to inclement weather, teachers may leave the building after the students have left the building and the busses have departed. There may be occasions, i.e. an after-school meeting or special event, where teacher may want or need to stay beyond the official working day.

## FACULTY MEETINGS:

Faculty meetings will be held periodically when needed. Teachers will be notified of the day and time through the morning announcements. In addition, special faculty meetings may be called to consider important or pressing business. All faculty members are expected to attend all meetings unless excused in advance.

## TEACHER ABSENCES:

Teachers who are ill and cannot come to school should call Mrs. McChesney at school, at home (515-467-5548), or on her cell (712-210-5186) prior to 6:30 or as soon as possible. Teachers will have the following available for substitute teachers:

- 1). a schedule
- 2). a current seating chart
- 3). written lesson plans
- 4). worthwhile activities
- 5). rules and disciplinary procedures

## SCHOOL CANCELLATION:

When school is delayed or cancelled because of inclement weather prior to the start of the school day, students and parents are notified over radio stations and over television stations:

|                |                 |
|----------------|-----------------|
| KTLB- 105.9 FM | KTIV- channel 4 |
| KCIM- 1380 AM  | WOI- channel 5  |
| KAYL- 101.5 FM | KCCI- channel 8 |
| KVFD- 1400 AM  | WHO- channel 13 |

Iowa School Alerts – sends text and/or email with announcement (to sign up, email your cell number and cell phone company name to [ccollins@sc.k12.ia.us](mailto:ccollins@sc.k12.ia.us) or leave information with school office)

Central Office staff have traditionally organized a calling tree and texting list which can also provide notification to the staff of school cancellation or late start. When school is cancelled due to weather conditions, there will be no activities of any kind that day.

#### CLASS HOURS:

Elementary classes begin 8:10 a.m. and end at 3:20 p.m. Elementary teachers should be in or near their rooms at 8:00 a.m. to supervise and help students and to meet parents. When students are in the hallway, the teachers should position themselves in their classroom doorways or just outside their doors so that students in the hallway and classroom can be supervised.

Teachers are to check attendance at the beginning of each day and leave the attendance slips outside the door. Teachers should notify the office personnel if there are any changes in attendance throughout the day.

#### OPEN NIGHT:

Wednesday evening has been designated as Open Night and has been set aside for non-school activities. Teachers will keep homework to a minimum on Wednesday nights. No school activities are to be scheduled on Wednesday night without permission from the administration.

#### PREPARATION PERIODS:

Each teacher is entitled to a break during the school day. Preparation periods are to be used for preparing lessons, checking papers, calling parents, etc. At no time will a teacher take a break when assigned to a class, activity, or group of students. Teachers will also participate in collaborative planning time.

#### RECESS DUTY:

All teachers will be assigned recess and other supervisory duties. The principal will assign these duties as fairly as possible. Teachers on duty are expected to attend to the students, to enforce rules and disciplinary policies as specified in the School-wide Discipline Manual, and to make appropriate reports to the principal.

#### ASSEMBLIES:

Teachers are expected to accompany their classes to assemblies and to sit among the students to deter misbehavior. Teachers who do not have classes at the time an assembly is scheduled are also expected to attend and supervise.

#### FIELD TRIPS:

Field trips should be educational in nature and related to a classroom activity. A teacher who plans to take his or her class on a field trip must submit a field trip request form and purchase order to the principal at least four weeks before the trip.

#### CARE OF ROOM AND SCHOOL PROPERTY:

Teachers are responsible for the general appearance and condition of their assigned rooms. Room lights and fans should be turned off when the room is vacant for any length of time, especially at the end of the day. The windows should be closed and locked at the end of the day.

Teachers will be responsible for checking in and out textbooks and will assign fines as directed by central office personnel.

#### USE OF TELEPHONE AND FAX:

Long distance phone calls should be kept to a minimum. Only official school business should be conducted over school phones, fax machines, and email. Staff members must use school-provided technology and related accounts for school business only. Usage of personal cell phones should be limited to break time. Staff may email or text individual students only in accordance with district policy.

#### USE OF SCHOOL-OWNED VEHICLES:

It is the general policy of the District to use school-owned vehicles for transporting students to events and to provide school-owned vehicles to staff members attending out-of-district meetings or conferences. Teachers are required to reserve school vehicles in advance. However, if there is a need for transporting students, that need will take precedence over a teacher reservation. If it is necessary for a teacher to use his or her own vehicle, he/she can be reimbursed mileage expenses, at the rate set by the Board, by submitting an expense voucher.

#### MAKING PURCHASES:

Teachers will submit a requisition to the building principal for the purpose of purchasing something with school funds. If the request is appropriate and within the budget, the principal will approve the request, but the item will be ordered or approved for purchase only after the superintendent's approval. Teachers who purchase items with their own funds without getting prior approval will not be reimbursed for the expense. Teachers cannot be reimbursed for taxes paid. They will be reimbursed for meals according to the rates set by the Board.

#### ADMISSION TO ACTIVITIES:

All teachers are provided activity passes as specified in master contract. All faculty members are encouraged to attend as many of the South Central Calhoun activities as possible.

The school district has passes for Twin Lakes Conference and district football away-events. These passes are available from the Athletic Director and may be picked up in advance on a first-come, first-serve basis. These passes must then be returned to the office on the first day of school after the event for which they are used. Failure to return passes on time will result in the loss of this privilege. Each pass is good for one person only.

## SCHOOL LUNCH:

Staff members may eat school breakfast for \$2.25 or lunch for \$3.50. Staff members should keep money in their lunch accounts to pay for the meals they eat. All food consumed from the lunch program must be paid for. Staff members will be charged for the food they take even if they do not take a tray and go through the line.

## PROPER DRESS:

Students, parents, and the public are very aware of teachers' dress and mannerisms. Teachers should be concerned with their appearance and the impression it makes. Teachers will dress in a manner appropriate to their assignments and in a way which maintains professionalism and commands respect as defined by the superintendent. Jeans and t-shirts are allowed only on special occasions and with prior administrative approval.

## EMERGENCY PROCEDURES:

A copy of the building's emergency procedures, evacuation routes, and shelter areas will be posted in every room. They are summarized below. In the event that an emergency occurs during the principal's absence, the counselor will be the administrative designee. If both the principal and the counselor are absent, the secretary will implement the emergency procedures and call another district administrator for assistance.

**Fire--** At the beginning of the year, the principal will make sure that all teachers are aware of and have posted the exit route and designated meeting areas for their classes. Two fire drills will be conducted each semester. The fire alarm is a high-pitched chirping sound, and the lights at the siren stations flash at the same time. Teachers will close the doors and windows and turn off fans and lights. They will lead their classes out the specified exit and to the designated area east of the blacktop. If students evacuate the building with a special teacher, they will meet their classroom teacher at the designated area. Teachers will take role and immediately report missing students to the principal. In the case of an actual fire, teachers will not release students to parents until they have been signed-out by the secretary.

**Severe Weather--** At the beginning of the year, the principal will make sure that all teachers are aware of and have posted the safety areas for their classrooms. Two severe weather drills will be conducted each semester. The warning is a series of three short blasts. No lights flash. Teachers will close their windows and doors and turn off lights and fans. They will lead their students to the designated area with a hard cover book to cover their heads. If students are out of their homeroom at the time of the alarm, they will return to their homeroom and then proceed with their class to the specified shelter area. Teachers will take role immediately and report any missing students to the principal.

**Bomb or Terrorist Threat--** In the event that a bomb or terrorism threat is present, the secretary will announce over the intercom, "Mr. Black is in the building." The teachers and students will evacuate the building and will report to the specified alternate site. The same procedures will be used in other situations warranting an evacuation.

**Intruder--** In the event of an intrusion in the building by a person meaning to bring harm, the secretary will announce over the intercom, "Mr. Green is in the building." The teachers will then know that they need keep their students in the room with doors and windows closed.



#### OTHER POLICIES:

The District has written policies for bloodborne pathogens procedures, affirmative action, homeless students, LAU students, and for crisis intervention. These policies as well as all Board policies are available in the office.

#### CHILD ABUSE REPORTING:

Teachers are mandatory reporters under Iowa's child abuse law. A teacher who has a reasonable belief that a child under the age of eighteen has been abused by a person responsible for the care of the child shall verbally report the suspected abuse to the Department of Human Services (DHS) within twenty-four hours. The telephone number for making reports is 1-800-362-2178 or 515-281-5581. In addition, a 1997 law, Senate File 176, requires mandatory reporters of child abuse to report to DHS suspected sexual abuse and child prostitution of children under age eleven by people who are not child caretakers. Mandatory reporters *may* report the same types of abuse by people who are not caretakers if the child involved is twelve or older. Failure to adhere to mandatory reporting requirements may result in disciplinary sanctions. Teachers are expected to cooperate with DHS personnel involved in conducting and investigation.

#### WORKMAN'S COMPENSATION INSURANCE:

If a teacher is injured at work within the scope and course of employment, he or she is entitled to workman's compensation benefits. The teacher must file a report with the central office within two working days of the injury. The local insurance agency which handles the workman's compensation program must receive the claim shortly thereafter.

#### LEVEL I INVESTIGATIONS:

The Level I (building level) investigators of alleged physical or sexual abuse of students by school employees are the guidance counselor and the school nurse. (legal reference: 281-102.1(256) of the Iowa Code).

#### EQUITY POLICY STATEMENT:

It is the policy of the South Central Calhoun Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinator Wendi Geno, 1000 Tonawanda, Rockwell City, IA 50579, 712-297-7222, wgeno@scc.k12.ia.us.

APPENDIX A  
SCHOOL WIDE DISCIPLINE MANUAL

SECTION 1: BELIEFS ABOUT BEHAVIOR MANAGEMENT

Vision/Mission

Our school will be a place where staff & students excel, and parents & community care.

We will work to meet the emotional, behavior, socials, and intellectual needs of *every child, every day, for every future.*

Purpose of PBS

**We, the staff of SCC Elementary School, are committed to creating a safe, civil, and productive learning environment for all students.**

A **safe** school is one in which no one is spending time or energy on trying to protect themselves from emotional or physical harm.

A **civil** school is one in which everyone is pleasant, polite, and respectful.

A **productive** school is one in which people are motivated, engaged in meaningful learning tasks, and experiencing growth.

Belief Statements (about discipline)

- (1) Appropriate behavior must be taught, modeled, and practiced.
- (2) The purpose of discipline is to teach appropriate behavior, not to punish bad behavior.
- (3) Discipline is every adult's responsibility.
- (4) Consistency is important, but so is the context of each unique situation.
- (5) Misbehavior is an opportunity to teach problem-solving and decision-making skills.
- (6) Effective discipline is positive and proactive.
- (7) Appropriate behavior should be recognized more than rewarded.

Character Education

The *Character Counts!* curriculum will form the foundation of character education at our school. Character education will be incorporated into the instruction in all classrooms. School-wide character education activities will also be planned.

School-wide Expectations

All the people, all the time, in all the places will be expected to meet the following expectations:

- I will be respectful.
- I will be responsible.
- I will be ready to learn.

APPENDIX A  
SCHOOL WIDE DISCIPLINE MANUAL  
continued

## SECTION 2: BEHAVIOR IN COMMON AREAS

### School-wide Expectations Matrix

The 3 school-wide expectations (respect, responsibility, caring) have been specifically defined for each of the areas of the school. See the matrix on pages 14-17. This matrix serves as the rules for each area and are posted throughout the school.

### Teaching Procedures

All school-wide expectations and rules will be taught directly, repeatedly, and in context. The C4 Team will plan activities, and all teachers will be involved in the teaching.

### Supervisory Procedures

All staff members share in the responsibility of supervising the common areas. Adults must consistently correct students who are not following the rules and consistently recognize those who are. Correction should be done by the adult who witnessed the offense, in the setting where it occurred. Both correction and reinforcement should always be linked back to the school-wide expectations for our school.

*James, we don't push in line. It isn't caring.*

*Thanks for using your manners, Mindy. That was a respectful way to ask.*

## SECTION 3: BEHAVIOR IN THE CLASSROOM

Teachers will strive to insure that classrooms are safe, civil, productive environments for all students. All teachers will focus on teaching and encouraging positive behavior rather than on controlling inappropriate behavior. This will be accomplished by helping students see how their behavior relates to our school-wide expectations.

Each teacher will develop a classroom management plan that reflects these principles:

proactive-- Classrooms will be structured for academic success which means having efficient routines, focused instruction, enforceable rules and clear expectations, direct teaching of expectations, and frequent monitoring. Students will be taught problem-solving and decision-making skills.

positive-- Classroom teachers will strive to interact frequently with each of their students, providing non-contingent attention/acknowledgment as well as positive recognition when students are behaving appropriately. Teachers will offer students choices when appropriate.

instructional-- Classroom teachers will view incidents of misbehavior as teaching opportunities and will consistently implement logical, corrective consequences.

Teachers are expected to handle most discipline problems between themselves and the student. Teachers may remove a student from class if the student is

- (1) significantly interfering with teaching and learning
- (2) not responding to the teacher's attempts to correct the behavior
- (3) posing a physical or emotional threat to others

APPENDIX A  
SCHOOL WIDE DISCIPLINE MANUAL  
continued

In the event it is necessary to remove a student from class, the student will be sent or escorted to the office with a brief written or verbal explanation of the problem and of the requirements for returning to class. A referral form is to be completed as soon as possible.

#### SECTION 4: SCHOOL-WIDE CORRECTIVE PROCEDURES

##### Redirection

Sometimes, misbehavior is strategically ignored. Usually, though, misbehavior is corrected. There are many instances in which an adult corrects a student's behavior with no administrative follow-up or data collection. This correction occurs routinely, consistently, and without interfering in learning.

##### Minor Referrals

These are offenses which cause a pause or disruption in teaching and learning or which have not been corrected by redirection alone. They are handled by the staff member and become part of the data collected by classroom teachers.

##### Office Referrals

These behaviors are those which pose a threat to someone's physical safety or emotional well-being as well as those which result in a substantial disruption to teaching and learning. When a student is removed from the classroom to the office, a referral form will be completed.

##### Chronic Misbehaviors

A teacher may request the assistance of the Child Study Team in designing interventions for students with chronic minor or major misbehaviors. The Child Study Team will use a functional-based assessment model. The C4 Team, after reviewing referral data, may also recommend a Child Study meeting for a student.

#### SECTION 5: SCHOOL-WIDE RECOGNITION PROCEDURES

##### Universal Basic Needs

All students have emotional needs. School-wide policies and programs will be designed with these needs in mind:

- to be recognized for doing things right
- to be acknowledged, unconditionally
- to receive adult attention
- to experience success and be competent
- to feel a sense of purpose
- to belong to a group
- to experience stimulation and change

APPENDIX A  
SCHOOL WIDE DISCIPLINE MANUAL  
continued

Policies and Programs

Verbal Recognition-- Adults will label the behavior and relate it to the 3 expectations. Based on research, recognition should be (1) specific to the behavior, (2) related to the 3 expectations, (3) social rather than tangible, and (4) unscheduled and unexpected.

Monthly Events: The C4 Team will design monthly events to recognize, reinforce, and reward positive student behavior. These events will be designed according to the building data and in alignment with teacher activities.

APPENDIX B  
SCHOOL-WIDE BEHAVIORAL EXPECTATIONS AND RULES

| LOCATION/TIME   | RESPECTFUL  | RESPONSIBLE  | READY TO LEARN   | notes to staff   |
|---|---|--|--|--|
| Arrival times (breakfast eaters to gym, K-1 sit gym and grades 2-3 sit in hallway in front of classrooms) | <ul style="list-style-type: none"> <li>&gt; I will listen to all adults.</li> <li>&gt; I will use a level 2 voice. When the bell rings, I will use a level 0 voice.</li> <li>&gt; I will leave other people's things alone.</li> <li>&gt; I will keep my hands, feet, and belongings to myself.</li> <li>&gt; I will use good manners.</li> <li>&gt; I know that harassing, taunting, teasing, mocking others, and using profanity are not acceptable.</li> <li>&gt; If someone is bothered by what I am doing, I will stop.</li> </ul> | <ul style="list-style-type: none"> <li>&gt; I will sit on my bottom in my assigned place.</li> <li>&gt; I will eat without delaying.</li> <li>&gt; I will clean my area when done eating.</li> </ul>                                   | <ul style="list-style-type: none"> <li>&gt; When the bell rings, I will go to class in a safe and orderly way.</li> </ul>                    | <ul style="list-style-type: none"> <li>&gt; All students need to enter the building through the front door.</li> <li>&gt; The 8:05 bell will be the signal for students to go to class. The 8:10 bell will be the tardy bell.</li> </ul> |
| Hallways  | <ul style="list-style-type: none"> <li>&gt; I will use a level 1 voice and greet others appropriately.</li> <li>&gt; I will keep my feet, hands, and belongings to myself.</li> <li>&gt; I know that harassing, taunting, teasing, mocking others, and using profanity are not acceptable.</li> <li>&gt; If someone is bothered by what I am doing, I will stop.</li> </ul>   | <ul style="list-style-type: none"> <li>&gt; I will walk in a straight line on the right side of the hallway.</li> <li>&gt; I will go straight to where I need to go.</li> <li>&gt; I will keep the hallways neat and clear.</li> </ul> | <ul style="list-style-type: none"> <li>&gt; I will take everything I need, and only what I need, when moving from place to place.</li> </ul> |  |

APPENDIX B  
SCHOOL-WIDE BEHAVIORAL EXPECTATIONS AND RULES

continued

|          |  |  |  |   |
|----------|--|--|--|---|
| Restroom | <ul style="list-style-type: none"> <li>&gt; I will use a level 1 voice if needed.</li> <li>&gt; I will honor privacy of others.</li> <li>&gt; I know that harassing, taunting, teasing, mocking others, and using profanity are not acceptable.</li> <li>&gt; If someone is bothered by what I am doing, I will stop.</li> </ul>                                   | <ul style="list-style-type: none"> <li>&gt; I will use the toilet and flush.</li> <li>&gt; I will wash my hands and turn off water.</li> <li>&gt; I will put garbage in trash.</li> <li>&gt; I will tell a teacher if I find or accidentally make a mess.</li> </ul>   | <ul style="list-style-type: none"> <li>&gt; I will choose a good time to go to the restroom so I don't miss class if possible.</li> <li>&gt; I will get my job done and get back to class as quickly as possible.</li> </ul>         |   |
| Recess   | <ul style="list-style-type: none"> <li>&gt; I will listen to adults.</li> <li>&gt; I will keep my hands and feet to myself.</li> <li>&gt; I will share equipment.</li> <li>&gt; I know that harassing, taunting, teasing, mocking others, and using profanity are not acceptable.</li> <li>&gt; If someone is bothered by what I am doing, I will stop.</li> </ul> | <ul style="list-style-type: none"> <li>&gt; I will use equipment correctly..</li> <li>&gt; I will ask my teacher for permission to take things to recess.</li> <li>&gt; I will ask someone on duty if I need to go back inside or leave the gym.</li> <li>&gt; I will put away what I get out.</li> <li>&gt; I will follow P.E. rules for games.</li> <li>&gt; I will report problems that need adult help.</li> </ul> | <ul style="list-style-type: none"> <li>&gt; I will get physical exercise to help my brain be ready to learn.</li> <li>&gt; When the bell rings, I will stop what I'm doing and return to class in a safe and orderly way.</li> </ul> | <ul style="list-style-type: none"> <li>&gt; Staff members on duty will take out a walkie-talkie and first aid kit.</li> <li>&gt; Tag is not allowed on the equipment. Students are to sit on their bottoms, facing forward, when on the slides or swings.</li> <li>&gt; There will be a schedule for using the gym during indoor recess.</li> <li>&gt; During indoor recess, students are to use the closest restroom.</li> </ul> |

|           |   |  |  |  |
|-----------|---|--|--|--|
| Lunch     | <ul style="list-style-type: none"> <li>&gt; I will respect my neighbor's personal space in line and at the table.</li> <li>&gt; I will use a level 2 voice and will say "please" and "thank-you."</li> <li>&gt; I will keep my hands, feet, and tray to myself in the line and at the table.</li> <li>&gt; I know that harassing, taunting, teasing, mocking others, and using profanity are not acceptable.</li> <li>&gt; If someone is bothered by what I am doing, I will stop.</li> </ul> | <ul style="list-style-type: none"> <li>&gt; I will sit on my bottom in my assigned space.</li> <li>&gt; I will clean up after myself.</li> </ul>   | <ul style="list-style-type: none"> <li>&gt; I will eat a healthy lunch to help my brain be ready to learn.</li> <li>&gt; I will eat without delaying so I can be ready for class on time.</li> </ul> | <ul style="list-style-type: none"> <li>&gt; Some grades encourage students to use the restroom during lunch. Others do it before/after lunch. If students need to use the restroom, they should use the staff restroom to save time.</li> </ul>                      |
| Office    | <ul style="list-style-type: none"> <li>&gt; I will wait patiently in front of the counter to be helped.</li> <li>&gt; I will use a level 2 voice.</li> <li>&gt; I will keep my hands, feet, and belongings to myself.</li> <li>&gt; I will use good manners.</li> </ul>   | <ul style="list-style-type: none"> <li>&gt; I will take notes and lunch money to the office before school starts.</li> </ul>   | <ul style="list-style-type: none"> <li>&gt; I will ask my teacher's permission to go to the office.</li> <li>&gt; I will do what I need to do and get back to class.</li> </ul>                      | <ul style="list-style-type: none"> <li>&gt; Students should call Leslie "Mrs. Stamp." This is true for all adults in the building.</li> </ul>  |
| Dismissal | <ul style="list-style-type: none"> <li>&gt; I will use a level 2 voice.</li> <li>&gt; I will keep my hands, feet, and belongings to myself.</li> <li>&gt; I know that harassing, taunting, teasing, mocking others, and using profanity are not acceptable.</li> <li>&gt; If someone is bothered by what I am doing, I will stop.</li> </ul>  | <ul style="list-style-type: none"> <li>&gt; I will use the correct door to leave the building.</li> <li>&gt; I will stand patiently in line while waiting for my ride.</li> <li>&gt; I will cross the street at the crosswalk or with an adult.</li> </ul> | <ul style="list-style-type: none"> <li>&gt; I will take home everything I need.</li> </ul>   | <ul style="list-style-type: none"> <li>&gt; The 3:15 bell will signal the end of instruction.</li> <li>&gt; All students will be dismissed at 3:20.</li> <li>&gt; riders=front door</li> <li>&gt; walkers/bikers=NW door</li> <li>&gt; bus riders=NE door</li> </ul> |



|           |   |   |   |  |
|-----------|---|---|---|--|
| Bus       | <ul style="list-style-type: none"> <li>&gt; I will listen to the driver.</li> <li>&gt; I will use a level 2 voice.</li> <li>&gt; I will leave other people's things alone.</li> <li>&gt; I will keep my hands, feet, and belongings to myself.</li> <li>&gt; I know that harassing, taunting, teasing, mocking others, and using profanity are not acceptable.</li> <li>&gt; If someone is bothered by what I am doing, I will stop.</li> </ul> | <ul style="list-style-type: none"> <li>&gt; I will take care of my things.</li> <li>&gt; I will sit on my bottom in my assigned seat.</li> <li>&gt; I will keep the bus clean and safe.</li> <li>&gt; I will not eat, drink, or chew gum on the bus.</li> </ul> | <ul style="list-style-type: none"> <li>&gt; I will enter and exit the bus in a safe and orderly way.</li> </ul> |  |
| Classroom | TBD by teacher  | TBD by teacher  | TBD by teacher  |  |

definition of voice levels:

- 0= no voice
- 1= whisper
- 2= normal visiting
- 3= presentation voice so everyone can hear
- 4= outside or cheering voice

ACCESS TO STUDENTS AND/OR RECORDS

| WHO IS MAKING REQUEST   | WANTS ACCESS TO RECORDS (INCLUDES PARENT/TEACHER CONF.)   | WANTS ACCESS TO CHILD (INCLUDES PICKING UP CHILD, HAVING LUNCH WITH CHILD AT SCHOOL)  |
|---|---|---|
| Custodial Parent (children live with)   | Receives all information, report cards, notes home, etc   | Full access to child, subject to attendance center rules.   |
| <p>Non-Custodial Parent (children do not live with)</p> <p>NOTE: Iowa Supreme Court states that this is the responsibility of the custodial parent. However, FERPA requires you to respond to a request from either parent.</p> | <p>Per FERPA, has same rights as custodial parent to child's records.</p> <p>If custodial parent doesn't want other parent getting records or attending P/T conferences, put burden on custodial parent to provide a court order that limits other parent's right to access records. DO NOT make non-custodial parent produce an order that states that s/he is entitled to access; the law gives him/her access absent an order to the contrary.</p> | <p>If terms of court decree or order clearly and specifically state that the non-custodial parent has visitation at the time and date requested, it's OK. If decree or order just states "liberal and reasonable visitation," it's NOT OK without custodial parent's consent.</p> |
| Step-Parent (married to custodial parent; children live with)   | <p>No independent rights of access; must access via spouse.</p> <p>May attend p/t conference (with or without spouse).</p>  | OK only with consent of spouse; do not have to get consent of non-custodial parent.   |
| Step-Parent (married to non-custodial parent; children do not live with)  | <p>No independent rights of access; must access via spouse.</p> <p>May attend p/t conference with or without spouse, unless there is a court order to the contrary.</p>   | If decree is specific as to time and date of visitation, step-parent may pick up children. If decree is not specific, only OK with consent of custodial parent.   |
| Putative Father (one who is not legally acknowledged as the father)   | No rights of access unless the mother- in writing- acknowledges his paternity and consents to his access to records OR the putative father obtains a court order (this time, the burden is on the father).  | No rights to see or contact the child unless the mother- in writing- acknowledges his paternity and consents to contact (have her be very specific as to what she is consenting to) OR if putative father obtains a court order.  |

|  |   |  |
|--|---|--|
| Grandparent(s) [also aunts, uncles, other close relatives]   | If grandparent is the guardian, OK. If not, put burden on grandparents to get written consent from CUSTODIAL parent or a court order or decree. | If grandparent is the guardian, OK. If not, put burden on grandparent to get written consent from CUSTODIAL parent or a court order or decree that is very specific as to times and dates. |
| Court-Appointed Guardian(s)  | Full access   | Full access  |
| Foster Parent<br><br>NOTE: Just because a child may be in foster care does not mean that the parental rights have been terminated. | Only way a foster parent has access to records is with written consent or direction of DHS office.  | Full access but cannot file for open enrollment, home schooling, etc., if parental rights have not been terminated and even then, not without written consent of DHS office.               |
| Complete Stranger  | No rights without custodial parent's written consent.   | Ditto.   |

APPENDIX D  
DISTRIBUTION OF MATERIALS REGULATIONS

Distribution by classroom teachers:

Support organizations include PTO, Athletic Boosters, Fine Arts Booster, and City Recreation Programs. They may request classroom teacher to distribute materials according to the following process.

- (1) The material shall be submitted to the principal for approval (at least 24 hours prior).
- (2) The organization shall be responsible for making copies and for counting/sorting them by teacher.
- (3) The materials will be delivered to the office prior to 8:30 on the morning of distribution.
- (4) Teachers will distribute the materials consistent with their classroom procedures.
- (5) The superintendent will be notified by the principal of the content of the material distributed.

Distribution by individuals and/or organizations:

Anyone other than a representative of a support organization may request to distribute materials according to the following process:

(1) A copy of the material along with the following information will be submitted to the principal at least 24 hours prior to distribution:

- name and phone number of person submitting request
- dates of distribution
- grades for distribution

(2) The principal will render a decision within 24 hours. The criteria used is established by Board policy and is available upon request.

(3) Upon approval, the materials may be distributed in the following time, place, and manner between 3:00-3:20 pm:

- in the main entry way (west entrance) and north door
- by the individual or representative of the organization making the request
- to interested students only

(4) The school will not make copies or assist in distribution of materials.

(5) The superintendent will be notified by the principal of the content of the material distributed.

The procedures for distribution of non-curricular materials to elementary students have been developed in accordance with Board of Education Policy 908 and 908.1.

06/13/05