



Junior Raiders

West Elementary Staff Handbook 2018-2019

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Diane Umscheid, Administrative Assistant**

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USD 320 - Wamego

Notice of Non-discrimination

Wamego USD 320 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Tim Winter, Superintendent, 504 Coordinator, and Title IX Coordinator
1008 8th Street
Wamego, KS 66547
(785) 456-7642
wintert@usd320.com

Section 504 Grievance Procedure

It is the policy of Wamego USD 320 not to discriminate on the basis of disability. Wamego USD 320 has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of Tim Winter, 785-456-7642, Section 504 Coordinator, who has been designated to coordinate the efforts of Wamego USD 320 to comply with Section 504.

Any person who believes he or she has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for Wamego USD 320 to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure:

- Grievances must be submitted to the Section 504 Coordinator within 10 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of Wamego USD 320 relating to such grievances.
- The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.
- The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to the Board of Education within 15 days of receiving the Section 504 Coordinator's decision. The Board of Education shall issue a written decision in response to the appeal no later than 30 days after its filing.

- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Health and Human Services, Office for Civil Rights.

Wamego USD 320 will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

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 Statement

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.
- 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:
 - Measures of Academic Performance (MAP) assessments
 - Kansas assessments
 - 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

District Curriculum

Curriculum for Wamego USD 320 is adopted by the Board of Education upon the recommendation of district curriculum committees. Curriculum at Grades 3-5 includes the areas of communications (reading and language arts), mathematics, science, social studies, library, art, music, physical education, technology, character education, health and human sexuality, and AIDS education. All curriculum is written with specific outcomes for students. Parents are encouraged to review the curriculum outcomes, which are available in the principal's office. Specific concerns regarding the curriculum should be directed to the teacher and principal.

School Improvement

West Elementary is fully accredited by the Kansas State Board of Education. Parents are encouraged to review West's School Improvement Plan available in the school office. It is the responsibility of the Site Council to monitor the School Improvement Plan, the guiding document for accreditation, which targets the areas of reading, writing, and math.

To learn more about how West Elementary has performed on specific targets in the areas of reading, writing, mathematics, and science, and for other pertinent data related to our performance as a school, go to the Kansas State Department of Education website at <http://online.ksde.org/rcard/> and access our Building Report Card.

WEST ELEMENTARY SCHOOL PROFESSIONAL LEARNING COMMUNITIES

The three "big ideas" of a PLC are a focus on learning, collaboration, and a focus on results. Every teacher is a member of at least one PLC team that will meet regularly to address curriculum, instruction, and assessment issues with a focus on learning and results. In addition to weekly team meetings, vertical team meetings across grade levels will also be organized to ensure continuity from building to building and grade level to grade level. All teams will establish norms to guide their work and will follow these norms in their PLC teaming time.

West Elementary Mission Statement (*Why do we exist?*)

The mission of West Elementary is to encourage and assure learning and growth for all through a global community of support.

West Elementary Vision Statement (*What do we want to become to accomplish our purpose?*)

Our vision is to work collaboratively to provide a safe, positive learning environment. We will implement a rigorous and relevant curriculum to meet our students' needs for today, tomorrow, and the future.

West Elementary Collective Commitments (*How will we behave to create the school that will achieve our vision?*)

- We will provide a safe, inviting environment for all.
- We will keep our students' needs and learning first.
- We will establish a culture where effort, perseverance, practice, and failure are necessary to the learning process.
- We will work with our families and community to achieve our school's mission.
- We will effectively collaborate using agreed upon norms and team-developed SMART goals.
- We will create and implement a standards-based curriculum that focuses on best practice, research-based strategies, and 21st Century learning skills.
- We will use data to guide educational decision-making for student growth.

West Elementary Goals

Each PLC team will create their own S.M.A.R.T. goals (specific, measurable, attainable, realistic, and timely). Teams will present their S.M.A.R.T. goals to the faculty each year and will report on progress toward these goals.

West Elementary PLC Leadership Team

West Elementary has established a PLC Leadership Team to allow teachers the opportunity to have a voice in the decision-making processes in our school related to student and staff learning.

Membership on the PLC Leadership Team is voluntary and those participating will be expected to adhere to the following norms and purpose established by the PLC Leadership Team.

West PLC Leadership Team Norms

We will model the PLC framework with our colleagues by being

- supportive
- encouraging
- collaborative

We will show respect by...

- being prepared and beginning and ending on time
- actively listening
- focusing on open, honest, and productive conversations
- honoring the will of the group

Purpose of the West Elementary PLC Leadership Team

The purpose of the West Elementary PLC Leadership Team is to

- promote shared leadership by identifying and addressing the needs of the building community.
- be the vanguard of decision-making in the interest of making our school the best place it can be for students and staff
- guide the PLC process and communicate decisions to staff related to student growth

West Elementary Faculty and Staff

Principal - Amy Flinn; flinna@usd320.com

Administrative Assistant - Diane Umscheid; umscheidd@usd320.com

A comprehensive list of faculty and staff is available by going to www.usd320.com. Click on West Elementary, Contact Us, Directory by Building.

West Elementary Site Council

A list of West Elementary Site Council members will be provided at the beginning of the school year.

West Elementary Parent/Teacher Organization

A list of West Elementary PTO Officers will be provided at the beginning of the school year.

Board of Education Members

Sheryl Wohler	785-844-0115
Ryan Hargitt	785-456-6768
Michele Johnson	785-456-7158
Nicolette Zeigler	785-410-1121
Rob Pettay	785-456-7326
Cory Meyer	785-844-3085
Bruce Coleman	785-458-5858

Important Phone Numbers

USD 320	785-456-7643
USD 320 COOP	785-456-9195
West Elementary School	785-456-8333
West Elementary Fax	785-456-7267
Central Elementary	785-456-7271
Wamego Middle School	785-456-7682
Wamego High School	785-456-2214

USD 320 Website

We encourage staff and families to access the district website to stay up-to-date. You may access our district website at www.usd320.com. The website is a valuable informational tool.

School Day

The contract day for certified staff is 8 hours. The day begins at 7:45 a.m. and ends at 3:45 p.m. Staff are expected to arrive to work on time and not leave earlier than 3:45 p.m. Only school related work is to be completed during the contract day, unless during a staff member’s lunch break or if comp time has been approved. Classified staff contract times vary. Classified staff members are required to clock in using the Skyward management system. All overtime must be assigned and approved by the building principal. All staff leaving the building during the contract day (lunch, meetings, etc.) should sign out in the notebook located on the office counter. There is a separate sign-in sheet for Special Services staff.

Daily Schedule

A daily schedule of specialized classes (art, music, band, physical education, counselor, librarian, technology) will be provided by the office.

Duty Schedule

A duty schedule is provided by the office. **Teachers and staff are expected to be at their appointed duty post on time.** Morning duty begins at 7:45 a.m. and ends at 8:00 a.m. Morning duty

for Reading Assistants begins at 7:30 a.m. and ends at 8:00 a.m. Afternoon duty begins immediately after school. Each grade level team will share responsibility for supervision of bus students and walkers. Individual teachers will be assigned to one of these specific groups for their grade level. Teachers on bus duty must stay with students until the buses are loaded and pull out of the parking lot. Teachers supervising walkers must walk their students up the hill to 6th Street and stay with them until their entire group has been picked up. Changes may be made in supervision duties on a quarterly basis. Any changes in the duty schedule must be approved by the principal.

Excusing Students 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 the teacher's phone 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.

Supervising Students

All classroom teachers are responsible for supervising the students assigned to their classroom. Teachers are NOT to leave students unsupervised AT ANY TIME. Classroom teachers are expected to supervise the transition of their students to and from specialized classes, lunch, and recess, unless delegated differently by the building principal.

Keeping Students 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.

Dismissal

Teachers are responsible for dismissal of students. As specified above, teachers will also be responsible for after school duty. Students should not leave the building prior to the bells. Bus students are dismissed with the first bell at 3:15 p.m. and walkers with the second bell at 3:20 p.m.

Planning Time and PLC Teaming Time

Individual planning and PLC teaming time will be provided as specified in the schedule. No comp time may be used during any scheduled PLC teaming time.

PLC Faculty Meetings

Faculty meetings will be held on a regular basis on the first Wednesday of each month from 3:40 p.m. - 4:40p.m., unless extended time is needed. All teachers are expected to attend **all** faculty meetings. Teachers should make every effort to schedule doctor's appointments and other outside obligations on days that faculty meetings are **not** scheduled. Each meeting will have an agenda. If faculty or staff members have items for the agenda, these should be turned into the principal two weeks prior to the meeting. PLC faculty meetings will be used to discuss school improvement issues (including student achievement and progress toward State Standards), curriculum and instruction, professional development, building issues, and mutual concerns.

Professional Development

Regular professional development will be conducted by the district and building as specified on the district calendar. Building professional development will be designed for grade level PLC meetings and PLC faculty meetings to meet individual and building needs, as specified in the school improvement plan.

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.

Teacher Evaluation

The basis of teacher evaluation should be to improve instruction and for professional growth. The Negotiated Agreement's Teacher Appraisal Procedures will be used as the guidelines for teacher evaluation. A review of the district's evaluation procedures will be conducted by the building principal at the beginning of each school year by September 15.

THE LEARNING ENVIRONMENT

Learning Time

Value should be placed on student learning time. Teachers should be in the room when students enter and learning activities should begin promptly. Non-instructional activities (lunch count, roll, etc.) should be streamlined to take a minimum amount of time. **All learning activities should relate to specified learning goals (see below for details)**, including special programs, field trips, and other classroom activities. When requested by the building principal, teachers should be able to provide a written copy of the learning goals for any activity they have scheduled.

Writing, Posting, and Communicating Learning Goals and Objectives

All teachers are expected to write student learning goals and objectives in student friendly language for all content areas, post these so that they are clearly visible to all students, and communicate these to all students prior to, during, and at the conclusion of instruction. Teachers should ensure that these learning goals and objectives are large enough to be viewed easily by all students. All learning goals/objectives should support the adopted curriculum and standards. Teams should work collaboratively to ensure learning goals/objectives are written and posted in the same manner in every classroom for their respective grade level and/or content areas.

Movies at School

Watching movies at school should be used on a limited basis and then only when related to a curricular area or for an approved celebration (approval must be obtained in advance from the building principal). If a movie is watched, it will have a general rating of G. Parents will be advised beforehand that a movie will be watched and permission will be given by the parent.

Protecting Instructional Time with Students and Classroom Celebrations

One of the greatest responsibilities we have as educators is to protect the instructional time we have with our students. This means that every minute of every school day is important to the learning process. Teachers are to use scrutiny when scheduling any kind of classroom or grade level celebration. No classroom or grade level celebration (with the exception of holiday classroom parties or other school-wide planned celebrations) should exceed 20 minutes in length and should be used on a very limited basis. Please obtain principal approval prior to scheduling any classroom or grade level celebrations that interrupt any part of the instructional day. This includes any "extra" recess. Extra recesses should not exceed 15 minutes.

Recess/P.E. Guidelines

Recess times for each grade level have been established and are built into the regular schedule. "Extra" recess should be used sparingly and must be approved by the building principal. No two grade levels are EVER to have recess at the same time.

If the P.E. teacher determines that she would like to use a portion of the playground for P.E. class, she will select only one portion of the playground area and will mark this in a clearly visible manner (i.e. orange cones). She will also communicate her plans to do this with the building principal, office staff, building aides, and grade levels impacted by her use of the playground (both the grade level of the P.E. class, as well as any class that will be outside for recess at the same time as the P.E. class).

Curriculum

Curriculum maps for all core content areas can be accessed through the district's curriculum mapping software, Rubicon Atlas. It is expected that PLC teams will access their curriculum maps on a weekly basis to assist with planning for instruction. Essential questions, lesson plans, additional resources, links, and common formative assessments should be added to curriculum maps throughout the school year. Specialized area curriculum maps are also included in Rubicon Atlas and should be used by the staff to plan for instruction. Teams are to work together to ensure pacing of instruction is aligned with their curriculum maps.

Lesson Plans

Lesson plans must be completed in a timely fashion and present in the classroom as a guide for teaching. When planning for instruction, the teacher should take into account the previous learning experiences of the students (based on building, district, and state standards and other measures of performance) and the outcomes of the district curriculum. Lessons should be designed to meet curriculum objectives. **Teachers will be expected to justify that the standards are met.** Lesson plans are to be placed in the proper Google folder by the start of each school week.

Discussion in faculty and grade level PLC meetings will provide support to meet the needs of teachers in lesson planning. The building principal will check lesson plans on a regular basis. Lesson plans should also be readily available on the teacher's desk at all times. Lesson plans should include objectives that are directly linked to the district curriculum and state standards, as well as specified learning goals. Copies of the district curriculum should be readily available to the teacher at all times to use as a reference for planning and teaching.

Instructional Strategies

Teachers will use a variety of research-based instructional strategies to meet the needs of all students. Instructional strategies that have been adopted by the building and the district must be used. Teachers should focus on implementing strategies identified in the building School Improvement Plan and which support the goals of the building and district professional development program.

Guidelines for Guided Reading and Shared Reading

During each quarter, we will focus on the strategies listed below within Guided Reading to assure that all students are explicitly taught these strategies. The depth and scope of these will vary depending on the level of the group. We will use strategies from Mosaic of Thought, Strategies That Work, and Next Steps in Guided Reading, but students should be taught the strategies using the ideas and scaffolding laid out in Next Steps in Guided Reading. (Underlined strategies below are in NSIGR, not MOT/STW.)

- First Quarter - Making Connections, Asking Questions, Retelling
- Second Quarter - Visualizing, Making Inferences
- Third Quarter - Determining Importance, Main Ideas & Details, Summarizing
- Fourth Quarter - Summarizing, Synthesizing

Each grade level will have a "launching" unit in Shared Reading at the beginning of the year to introduce the comprehension strategies. Launching Units will include the following:

- Comprehension strategies-Making Connections, Asking Questions, Retelling, Visualizing, Making Inferences, Determining Importance, Main Ideas & Details, Summarizing, and Synthesizing
- 6 Sign Posts-Contrasts & Contradictions, Aha Moments, Tough Questions, Words of the Wiser, Again and Again, Memory Moment
- Literary Vocabulary (theme, plot, etc.)-Character, Setting, Plot, Conflict/Resolution, Theme

Grading and Reporting for Language Arts

- All levels will keep grades on fluency and accuracy.
- To count Fluency and Accuracy as a grade, please follow the following procedure:
 - Accuracy - If a student is 97% accurate, their grade would be 9.7 points out of 10 points.
 - Fluency - If the goal for the quarter is 107 WCPM and a student reads 102 WCPM, then divide 102 by 107 to get a percentage, which would be 95%, which would be a grade of 9.5/10.
- Categories in Writing will be Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions.
- Much like reading, this category will not have an actual grade. Instead, we will include a comment for each student with the following information:
 - Exemplary: 4.4-5.0
 - Exceeds Standard: 3.75-4.39
 - Meets Standard: 3.0-3.74
 - Approaches Standard: 2.3-2.99
 - Academic Warning: 1.0-2.29

- In the comments, we will also give an average of students' writing scores for the quarter. As we teach a trait, it will be added to the assessed list.
 - First Quarter - Ideas
 - Second Quarter - Ideas, Organization, Voice (Introduce)
 - Third Quarter - Ideas, Organization, Voice, Word Choice
 - Fourth Quarter - Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions
- Please remember to be specific and clear when labeling an assignment in Powerschool so that parents have accurate information.

Student Assessment

Student assessment is a continuous process. Teachers will assess students as soon as they begin school to determine learning strengths and deficiencies. Student files will contain building, district and state assessment results to help build this student profile. Accurate records should be kept to show student growth and development. Grades should be kept on the teacher's computer through the use of the Power School/Power Teacher student data management system. For parents that do not have internet access, teachers will be expected to send home regular grade reports, including any missing assignments, for parents to review.

Extra credit is not a useful measure of student performance and should never be used to impact a student's grade. West Elementary teachers will not use the practice of giving "extra credit" in their classes. An emphasis should be placed on quality, not quantity, of 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. *The use of worksheets should be limited. Student work should be completed and evaluated in a timely fashion.* The teacher should make every effort to work with the student and parent if a student is not turning in work. Study hall should be assigned to a student during recess or before or after school when the student needs to complete late work or needs additional support from the teacher.

Homework

Homework should be assigned on a regular basis and should include practice of learned skills, preparation for new skills to be learned, and studying for tests. Teachers should monitor homework assignments and use the following guidelines for each respective grade level: 30 minutes for third grade; 40 minutes for fourth grade; 50 minutes for fifth grade. Cooperating teachers should work together to ensure that homework does not exceed this amount of time. Assignments for students who are absent should be sent to the office by 3:30 p.m. (if requested by parents).

Missing Work/Late Assignments/Retaking Assessments

Teachers are expected to do their best to assist students in turning in missing/late work. These efforts will include communicating with the student's parents/guardians using the Power School gradebook, as well as making contact with parents when missing work becomes a problem for the student, an opportunity to make up this work during recess, before school, or after school, and extended time to complete assignments when students are absent from school. West Elementary does not believe in the practice of giving "0s" for incomplete assignments. However, if the teacher has made a valid effort to assist the student with making up the missing work, and the student does not take advantage of this assistance, a "0" will be a last case scenario. Additionally, students may be

given the opportunity to retake assessments if he/she does not receive a passing grade, but the second assessment will be in a different format and more challenging than the first assessment given.

MTSS (Multi-Tiered System of Supports)

To best meet the needs of all students, West has implemented a model of intervention called the Multi-Tiered System of Supports (MTSS). This model allows us to identify students in need of additional academic support, specifically in reading and math, and the degree of support needed. All students will be screened at the beginning of the year and students in need of intervention will be placed in to support programs that are strategic or intensive, depending on the level of need. More information on the MTSS program will be provided by the building principal, grade level teams, and support staff to any new staff member. Descriptions of our current MTSS reading intervention programs are listed below.

Phonics for Reading

Phonics for Reading is a supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Phonics for Reading includes a clear scope and sequence that enables teachers to see the development of each lesson's objective. The program consists of three sequential levels. Within each level, students are taught to access pronunciation of phonetically regular, one-syllable, and multisyllabic words by careful examination of a word's internal structure using letter-sound correspondences, word endings, and units such as prefixes and suffixes. The First Level introduces students to the short vowels, double consonants, digraphs, and consonant blends. The focus of the Second Level is on long vowels, vowel combinations, CVCe words, common endings, and r-controlled vowels. The Third Level continues to develop and expand the previous level with letter and vowel combinations, prefixes and suffixes, and the variant pronunciations of vowel combinations and of /c/ and /g/.

The first part of Phonics for Reading lesson involves instruction in word recognition. To begin a lesson, a word is introduced initially and either a single letter or letter combination is highlighted. Students practice the sound in isolation and then participate in a discrimination activity with the target sound and other previously learned sounds. This is followed by oral blending or segmenting of words, which contain the target sound and the previously learned sounds. Next, students practice reading 15 new words that contain the target sound and finish this activity by matching some of the new words to an illustration. At this point, students are taught 10-18 high frequency words, which are defined as irregular words and words that contain phonic elements that have not yet been introduced. After that, students learn a specific strategy to read two syllable or multi-syllable words that contain the lesson's target sound. The next three parts of the lesson involve passage reading, spelling, and independent activities. All of these activities are directly related to the lesson's objective and include the target sound or sounds. These activities may vary slightly depending upon whether the focus of the lesson is on letter introduction or practice.

REWARDS

REWARDS Intermediate is an intense, short-term intervention program for older students who have mastered the basic reading skills associated with first and second grade, but experience difficulty reading multisyllabic words in grade level materials, and/or who read slowly (i.e. 60-120 words correct per minute). REWARDS is an acronym for Reading Excellence: Word Attack and Rate Development Strategies. The program is designed to teach flexible strategies for fluently reading long words consisting of two to eight syllables in content area texts. A further expectation is increased comprehension, as a result of an increase in vocabulary and fluency. Rewards Intermediate is for students in Grades 4-6 and consists of 25 lessons. Lessons are approximately 50 minutes in length. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

The overarching structure of the REWARDS program consists of a series of pre-skill lessons followed by several strategy lessons, which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. Pre-skill lesson activities focus on learning the component skills necessary for applying the flexible decoding strategy. This includes listening to words pronounced in parts and blending the parts back to form the word, becoming automatic with the identification of vowel combinations, prefixes and suffixes, correcting mispronounced words, and learning the meanings of prefixes and suffixes. During the strategy lessons, students learn, practice, and apply the flexible decoding strategy, which is the essence of the REWARDS program. Students also receive vocabulary instruction and practice with word families and spelling. REWARDS was designed for students in Grades 4, 5 and 6 who read at or above a 2.5 grade level and have difficulty reading long words. REWARDS is a reading intervention program designed to teach intermediate students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.

Corrective Reading

Corrective Reading is a comprehensive intervention program designed for students in Grades 3-12. It targets students who are reading one or more years below grade level. The three essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension. Corrective Reading can be implemented in small groups (4-5 students) or whole-class format. Each lesson is 45-minutes in length and intended to be taught by teachers 4-5 times per week. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

The program is tightly sequenced, offering two distinct Intervention Strands: Decoding and Comprehension. There are four levels at each of these two strands that address varied reading skills and ability levels. The Decoding strand is appropriate for students that have trouble identifying words, understanding how the arrangement of letters in a word relate to its pronunciation, and whose reading rate is inefficient. Comprehension programs are suitable for students that have limited vocabulary, narrow background knowledge, and that need support with thinking skills. The Decoding strand lesson format incorporates word-attack skills practice, group reading, individual reading checkouts, and workbook exercises. The Comprehension strand lesson format synthesizes thinking operations, workbook exercises, information, and oral group work.

Reading Mastery

Reading Mastery is a reading program that addresses all five essential components of reading: phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. It develops decoding, word-recognition, and comprehension skills that transfer to other subject areas. It is a daily intervention at 37-50 minutes during the grade level reading block. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Reading Mastery is a research-based program that has been implemented with success nationwide for over 50 years. It is designed for grades K-5. Reading Mastery is taught in small groups at your child's instructional level. The program is designed to teach every student how to read. All instruction is direct and the tasks and activities are specified in detail. Students receive daily practice in decoding and in applying comprehension strategies. Teacher assessment of student performance is continuous, and errors are corrected when they occur.

Total Reading

Total Reading is a reading program that provides direct and systematic instruction in phonics and decoding for students who require a direct approach to reading. It addresses essential components of reading: phonemic awareness, phonics and word analysis, fluency, and vocabulary. It develops decoding and word-recognition skills that transfer to other subject areas. It is a daily intervention that is taught for 37-50 minutes during the grade level reading block. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Total Reading is taught in small groups at your child's instructional level. The program is designed to teach every student how to read. All instruction is direct and the tasks and activities are specified in detail. Students receive daily practice in decoding and applying these strategies. Teacher assessment of student performance is continuous, and errors are corrected when they occur.

Animals/Pets in School

Animals and pets are prohibited in the classroom, unless approved by the building principal. Please do not permit students to bring animals/pets to school without obtaining principal permission first. If permission is granted, the teacher/parent/guardian will work together to find a mutually agreed upon time to bring the animal/pet to school for "show and tell". Teachers are to ensure that the time for this show and tell is minimal. Only the owner(s) of the animal/pet will be allowed to handle the animal/pet. Class pets are not permitted at West Elementary School.

PARENT INVOLVEMENT

Parents are welcome to participate in the learning community. Encourage parents to visit and participate in classroom activities and to join the West Elementary Parent/Teacher Organization or Site Council. Regular communication from the classroom is essential.

Home-School Compact

A home-school compact will be signed by all parents/guardians, teachers, and the building administrator. This compact spells out the expectations of the home and school relationship. (The compact is a requirement of Title I legislation.)

Parent Concerns/Complaints

All parent concerns/complaints should be addressed to the persons involved. Concerns shared with the principal will be shared with the teacher involved as appropriate. Every attempt will be made to resolve the concern/complaint as soon as possible. Teachers are responsible for working toward resolution of all parent complaints and/or concerns.

Correspondence

All written correspondence must be approved by the building principal before it is sent home with students. When seeking approval for written correspondence, the teacher should provide a rough draft for the principal not less than three days before the planned day to distribute the information to students. Correspondence should be sent electronically whenever possible to save on postage and paper costs.

Classroom Communication Using Technology

All classroom teachers are required to provide information on their classroom using a technology resource (SeeSaw app) to keep parents informed of learning goals and other special activities and events. This is a practice that is encouraged of all staff. The building principal will also maintain a school blog for West Elementary.

Instructions on how to access classroom information through SeeSaw will be shared with parents at the beginning of the school year, or with new families as they enroll throughout the year. Parents are encouraged to access this information frequently to stay informed on important school topics and activities. Parents without access will be given hard copies of all posts from their child's classroom technology communication, as well as from the principal's blog on a weekly basis, or as needed, to meet the deadlines of specific activities taking place at the school or in the community.

News Releases

Publicizing school events and activities are important to inform the greater school community of the programs at West Elementary. All news stories or requests for a news photographer must be approved by the building principal.

Calendar of Events

All classroom activities and events will be shared with staff in the Junior Raider Review, a newsletter distributed by the Building Principal to all staff. Staff should also inform the office of all scheduled school activities to be added to the calendar. Staff are expected to keep their personal calendars up-to-date with information from school. It is very important to keep our school calendar as accurate as possible.

STUDENT/TEACHER SUPPORT SERVICES

Student Improvement Team (SIT)

SIT (Student Improvement Team) has been established to assist in planning prevention and intervention regarding student wellness and learning. The SIT will include grade level teams, special education staff members, the school psychologist, school social worker, school counselor, Title I teachers, and the building principal. This team will act as a pre-assessment team, but will have broader discretion at planning and implementing Student Improvement Plans for at-risk students.

Confidentiality

All staff are to treat student and personnel information as confidential. Student information should never be discussed in the staff workroom or with individuals that do not work directly with the student. Also, students receiving special services should never be revealed to others that don't directly work with the identified special education student.

Special Services

The IEP team will look at the most appropriate learning placement for the special education student. A special education resource room is available to provide the best services possible for students and teachers. Questions regarding pre-assessment and special education services should be addressed to the building principal. Teachers with students receiving special services are expected to be a part of the placement team.

Title I Services

West Elementary is a Title I **Targeted-Assisted School**. The following criteria are used to place students in Title I: Building and district assessments, individual assessments, classroom performance, and teacher observation. Students that qualify for Title I reading support will be placed in strategic and/or intensive intervention programs (MTSS). Some students that qualify for Title I may not need this level of support, and thus will receive individualized reading support based on their needs.

Counselor/Social Worker

West Elementary has a full-time counselor to support students and staff. The school counselor will conduct specific classroom group activities for students in the areas of social-emotional learning, character education, and career awareness, but will also serve the building in other roles, such as Behavior/Bully Intervention Team Leader, Student Improvement Team facilitator, coordinator of resources for students and families, and much more. The school social worker is assigned specifically to special services students, but may be used for consultation on any student. Teachers should contact the principal if there is a need for school counselor or social worker services.

Building Aides

Building aides are assigned to specific duties by the principal. Each grade level will have access to building aides. The aides can be used to prepare instructional materials (copying, gathering materials, etc.) and other classroom needs. Teachers should avoid using aides to grade papers. (Grading papers is an assessment function primarily for teachers.)

STUDENT DISCIPLINE AND MANAGEMENT

Behavior/Conduct (Policy JCDA)

All students are expected to behave in a manner that promotes their own development, does not hinder their ability or that of their fellow students to learn, or keep the teacher from teaching.

The discipline measures listed in the Student Handbook may be applied on a case-by-case basis depending on the severity of the behavior code violation. The administration reserves the right to apply other consequences as appropriate.

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.

The behavior categories for West Elementary School are divided into five areas:

- Personal Management - Behaviors which affect only the individual student (like gum chewing, dress code violations, not prepared for class, computer violation).
- Interpersonal Relationships - Behaviors which affect interactions between individual students and individual(s), whether student or adult (like disrespect, inappropriate touching, spreading rumors, harassment).
- Productive Classroom Environment - Behaviors that occur in the classroom setting and interfere with the learning of others (like non-compliance, disruption of class, inappropriate language, cheating).
- Orderly School Environment - Behaviors that occur outside the classroom setting that are not intended to cause personal harm to another individual, are not illegal, but do negatively affect an orderly environment (like disrespect, non-compliance, more serious computer violations).
- Issues for Law Enforcement - Behaviors that are intended to cause another individual physical/emotional harm and/or are illegal (like vandalism, assault, stealing, fighting, possessing/using/dispensing drugs/alcohol/tobacco, weapons).

Consequences will vary, depending on the circumstances, from conferencing with the student and/or parent to detention, in-school suspension, out-of-school suspension, or possible expulsion. Parents will be notified of disciplinary actions.

Searches of Students or Student Property

Searches of students or student property shall be conducted in accordance with the rules approved by the board. Teachers shall not search students or property. No law enforcement officer shall search students or property without a search warrant. Building Principals are authorized to search students' clothing and belongings if there is reasonable suspicion that district policies, rules or directives are being violated. (JCABB)

Positive Behavioral Supports

West Elementary has adopted the Positive Behavioral Supports model for teaching and addressing specific and expected behaviors of our students. PBS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

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 handbook.

At West Elementary School, we have established clear expectations in all settings on how we can:

Be Respectful . . . Be Responsible . . . Be Safe!

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 West, 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.

West Elementary: Where Champions Are Made

Our school-wide theme is "West Elementary: Where Champions Are Made". We have selected this theme to support our PBS model and to reinforce the positive behaviors we expect to see from our students and staff.

As part of our "theme", we have created our CHAMPS Code. The CHAMPS Code is as follows: West Champions are **C**ommitted, **H**ard-working, **A**ccepting, **M**otivated, and **P**ersevering, which equals **S**uccess. Our "motto" is "Keep Calm and Champion On".

To recognize students who demonstrate every aspect of the CHAMPS Code on a daily basis, teachers have the opportunity to nominate students for the CHAMPS Junior Raider Hall of Fame. Students who are selected for this recognition have their picture taken and placed on a large star, along with their nomination, and these stars are hung in our Hall of Fame for all to see. Hall of Fame nominees are read over the intercom system on the first day of each school week.

In addition to the CHAMPS Junior Raider Hall of Fame, students may also earn recognition for demonstrating at least one of the characteristics defined by the CHAMPS Code. This is called our CHAMPS Award. Students that earn the CHAMPS Award are given a smaller star at the end of the week, which includes their name and their CHAMPS area of recognition, which they may also hang in the Hall of Fame.

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.

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 Non-compliance, 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. At times, teachers may be asked to enter a Log Entry in Power School.

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.

Bullying Prevention

All staff members are expected to support our efforts to prevent bullying in our school, and address bullying incidences when they occur. All staff must complete bullying prevention training at the beginning of the school year, as provided by the district, and a Bullying Prevention Unit is included in our Second Step Social-Emotional Learning Curriculum and taught to all students during the months of September and October. The CHAMPS Code promotes positive behaviors and pro-social interactions among students and staff. School rules against bullying are as follows:

- We will not bully others.
- We will try to help others who are being bullied.
- We will make it a point to include students who are easily left out.
- When we know someone is being bullied, we will tell an adult at school and at home.

Definition of Bullying

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students. This includes such actions as hitting, kicking, shoving, spitting, taunting, teasing, racial slurs, verbal sexual harassment, threatening comments, and obscene gestures. This would also include getting another person to assault someone, spreading rumors, and deliberately excluding someone from a group or activity.

A copy of our Bullying Policies and Procedures is included at the end of this handbook.

BUILDING/OFFICE PROCEDURES

Attendance/Lunch Forms

It is necessary to keep accurate records on attendance. A student must attend at least two hours to be counted for a half day in attendance and five hours to be counted for the entire day. Lunch count must be reported efficiently each day in the manner designated at the beginning of the school year. Please keep the office posted on students who are chronically tardy or absent.

Teacher Leave/Substitutes

Teacher leave is addressed in the Negotiated Agreement. Teachers should notify the building principal and school office as soon as possible regarding planned leave days, as well as complete the leave request in Skyward and on AESOP (our substitute management system). For unplanned leave, the teacher should contact the building principal no later than 6:30a.m. If you are unable to reach the building principal, please contact the Administrative Assistant. In addition, the teacher must submit the request in AESOP immediately in order to begin the search for a substitute. (A leave form must be completed in Skyward immediately upon the teacher's return, if not sooner.) Substitute information and lesson plans should be kept where the office can find the information quickly for the substitute. (Information regarding assignments for absent students should be included.)

Leave Requests and Purchase Requisitions

All staff are to complete leave requests and purchase requisitions using the Skyward data management program. In addition, staff must use the AESOP system to request a substitute for any leave where a substitute is needed. Training will be provided to all new staff on using this technology by the new teacher's mentor and/or PLC team.

Emergency Response and Evacuation Drills

Drills for fire, tornado, and intruders will be conducted throughout the school year. Procedures for these drills will be reviewed at the beginning of the year and revisited throughout the year as needed.

Fire/Tornado Drills

Fire and tornado drills will be held as specified by state law. A schedule of procedures will be provided by the office. Students with special needs will be under the care of classroom teachers at the time of fire and tornado drills. It is the responsibility of the classroom teacher to arrange for special services staff to assist with special students during these drills or an actual emergency.

Emergency Response Plan

The Emergency Response Plan, developed by district staff, will be reviewed each year as a building and in teams. Teachers are responsible for knowing and understanding the outlined emergency response procedures for the building. Emergency Response Plan information should be kept in a location that is easily accessible by the teacher. Teachers are responsible for carrying their school keys with them at all times. Classrooms and/or office spaces should be locked when teachers and students leave their classrooms, including times when they have left the building for a field trip.

Security

West Elementary School doors are kept locked consistently throughout the day. All visitors must present ID to our security camera system, located outside of our front door, when requested, to be allowed into the school. Our school is also under 24-hour video/audio surveillance with security cameras.

Emergency Plans

- Fire drills are conducted monthly. The date and time of the drill will not be announced. The individual teacher or para-educator assigned to any 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-educator and the teacher would need assistance, the office will arrange for help.
- There will be one official tornado drill in the fall and two in the spring. Tornado drills may or may not be announced. In the event of a live tornado warning, we will make the following announcement to parents/guardians, as time allows. Safety of all students and staff will be our first priority! "We are in a tornado warning. All students are safe in our designated shelters until the warning has been lifted and it is safe to release students. Please do not come to the school, unless you are seeking shelter. We will not release students until the warning has been lifted."
- Lockdown or "intruder" drills will be conducted throughout the year. Procedures for lockdown drills will be reviewed with the staff at the beginning of the year and communicated to and practiced by students and staff.
- Our school will recognize three levels of "threat", depending on the circumstances. The lowest level of threat is a "Safety Watch". This may take place in the event that something has occurred in our community that does not pose an immediate threat to students or staff, but that staff need to know to be on alert. Parents will typically not be notified of a Safety Watch situation. The second level of threat is a "Lockout". This means no one will be let in or let out of the building, as a more serious level of threat has occurred in the community. Parents will be notified of a Lockout situation and are asked to NOT pick up their children during this time until the Lockout has been lifted by school officials. The third level and highest level of threat is a "Lockdown", which means that immediate danger is imminent and we will be following our Emergency Response Plan for the safety of all students and staff. Parents will be notified of a Lockdown situation as soon as possible, but this will also be dependent on the circumstances the school is under at the time. Again, parents are asked to NOT pick up their children during a Lockdown situation until the Lockdown has been lifted by school officials.

Emergency School Closing

In the event of school closing or other crisis information, the School Messenger notification system will be activated. The office will also provide an emergency calling tree to all staff to use for events just specific to West Elementary.

Pest Control

The district periodically applies pesticides inside the buildings. Information regarding the application of pesticides is available from the Director of Operations at 456-9332.

Food Allergies of Students

Responsibilities of Teachers:

If you have a child in your classroom with severe food 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 other technology resources of the food allergy (without identifying the child) so that parents are aware of the need to refrain from sending treats that contain that food. For parents without access, notify in writing or by phone.

Responsibilities of Principal, School Nurse, and Teachers:

- 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 blog posts 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.
- Ensure that all staff who interact with the student on a regular basis understand the food allergy, can recognize the symptoms, know what to do in an emergency, and work 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.

Responsibilities of Principal and Transportation Director:

- If necessary, work with Transportation Director to ensure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- Enforce the "no eating" rule on buses.

Mail

School business mail and inter-school mail will be placed in the teachers' boxes each day. Outgoing mail will be taken to the District Office by 2:00 p.m. each day. If you need something mailed the same day and the mail has already been delivered to the District Office, you will have to hand carry this to the D.O. yourself no later than 11:30 a.m.

Technology/Email

Staff are to follow the Acceptable Use Policy for all technology devices. Staff should not access social networking sites during student contact time for personal use.

Employees shall have no expectation of privacy when using district email or other official communication systems. Email 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 email 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.

Staff are always to use the "blind carbon copy" (BCC) option when emailing more than one parent to protect the privacy of the parents and the student. Also, staff should always use extreme caution when writing emails to make sure that the intended recipient receives the email.

Staff are responsible for the security and care of any technology equipment provided to them (i.e. laptops, iPads, clickers, document cameras, etc.). Staff will sign an Equipment Loan Agreement for use of all technology items and will be responsible for a specified amount of money if the item is damaged or lost while in their possession. Never shut your laptop cover and transport it to another place in the building without POWERING DOWN or making sure your power options are set to "Sleep Mode" anytime you close the lid. If you move your computer and it is not "asleep" or "powered down", the hard drive is still spinning and you could damage the hard drive and lose EVERYTHING on your computer! NEVER place anything heavy on top of your laptop! Also, NEVER leave your laptop or iPad in your car during extreme temperatures—either hot or cold. This can cause severe damage to the device. Finally, always keep technology equipment in a secure location to prevent theft or loss.

One to One Technology Initiative: iPad Guidelines for PreK-5

West students 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 for iPad Use:

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 wise 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 the iPad 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, parents/students will read and 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.

Professional Resources

Professional resources provided to staff are to be returned in good condition when a staff member resigns from employment in the school/district. Staff will be responsible for the replacement cost of professional resources that are damaged or lost.

Copying

There are two copiers for teacher/staff use. These copiers should be used **FOR SCHOOL OR CLASSROOM BUSINESS ONLY**. Your personal code number should be entered when using the copier. Please ask the office to make copies in an **emergency situation only** (send your code number). Personal copying is strictly prohibited. Requests for copies over **150** should be placed on a printing request form and completed at the USD 320 office. These printing requests must be approved by

the principal. Copying should be kept to a minimum and only used for truly important learning/instructional tools.

Intercom and Announcements

Intercom announcements will be kept to a minimum. If you have school-wide announcements, please send them to the office prior to 3:00 p.m. All announcements will begin at approximately 3:10 p.m. All students and staff should be silent during announcements. Students should not be putting things away during this time—make them stop and listen to the announcements given. Fifth grade students will go to their lockers and then to the band room/gym area following announcements. Third and fourth grade students are to remain in their classrooms until the first bell for bus students. After the first bell, walkers should go to their designated location and wait for the second bell.

Student Use of Classroom Phones

Students are NOT to use classroom phones to arrange for after school "social" plans. Staff should monitor closely any phone calls made by a student to their parents. Students are NOT to call their parents from the classroom if they feel ill. The nurse's office will be in charge of any calls related to student health. Students are NEVER to answer a teacher's phone, unless in an emergency situation when the teacher or other adult has directed a student to do so.

Sending Students to the Nurse's Office

Teachers are encouraged to use their best professional judgment in determining the need to send a child to the nurse's office when the child complains of not feeling well. It is better to err on the side of caution, but please do evaluate the situation closely before making this decision.

Custodial Requests and Care of the Building

Teachers should review their rooms on a regular basis and look for repairs that are possible safety hazards. All repair or work order requests should be emailed to the building principal, who will complete a work order request when needed. Students should take pride in their rooms and pick up trash, books, and other articles on the floor prior to leaving for the day. Chairs should be placed on desks, also.

Budget Requests

All budget requests (teacher supplies, textbooks, materials, professional development) will be handled within the building. These requests should be made to the principal by individuals or grade level teams using the Skyward system. Ordering out of school activity accounts, handled by the school office, must be requested through the principal also. **Instructions will be provided on how to complete requisitions at the beginning of the year.**

Collection of Funds/Fundraising

All fundraising activities must be approved by the building principal and superintendent. Teachers should not collect funds for any activity or project without prior approval from the principal.

Solicitation of Donations from Parents or Businesses

Teachers are not to solicit donations from parents or businesses without principal approval. Requesting donations from parents or businesses should be done on a limited basis.

Dress

Staff members are expected to maintain a professional appearance and dress appropriate to their particular assignment (**jeans, sweats, yoga pants, t-shirts, and shorts are not appropriate**). Staff members should serve as role models in grooming and appearance for students. Wamego Junior Raider Day will be every Friday and staff may wear jeans on this day with their Wamego Junior Raider shirts or other appropriate tops (unless otherwise indicated by the building principal).

Other days that are appropriate for wearing jeans are as follows: Field Trips, School-wide (only) Spirit Days, Activity Days for a specific grade level, Classroom Party Days, Play Day, Professional Development Days, Work Days, and Plan Days. Teachers should not wear jeans on days other than these specified days. No facial piercings will be permitted that are distracting to students or staff.

Cellular Phones

The board may issue cellular telephone, texting devices, or other electronic devices to employees under the following conditions:

- Employees shall make written application to the superintendent explaining the need for the device and the perceived benefits to the district.
- The superintendent shall act upon the request.
- Employees who are issued such devices shall agree in writing to reimburse the district for any inadvertent or emergency personal use of the device.
- **Employees who are issued such devices shall agree not to use handheld devices while driving a district vehicle.** If the district issues handheld devices, employees may use them if the use is required to deal with an emergency. The district vehicle shall not be moving when emergency use of a hand-held device is required.
- Failure to follow these rules shall be grounds for employee discipline, up to and including termination.
- The board (shall/may) receive a detailed monthly billing statement for each device.

Personal Calls and Personal Cellular Phones

Staff shall not make or receive personal calls during any part of their instructional day, unless of an emergency. Cell phones are to be turned to "silent" during student contact time. Staff will not talk on cell phones, send text messages, or access social media for personal reasons during student contact time. Classified staff are to follow the same procedures for personal cell phones and should only make personal calls or send text messages during their scheduled breaks.

Children of Staff

If staff members have children that come to West before/after school or stay with their parent after school, the child must remain in the staff member's room at all times and respect the school environment. The child is not to roam the hallways or be on the playground. Also, children of staff members are not permitted to attend building meetings.

Wellness Committee

In the fall of 2005, USD 320 established a "Health and Wellness Committee" that continues to meet to work toward several established goals. The USD 320 wellness policy may be found in the

Parent/Student Handbook. West Elementary Faculty and Staff are encouraged to serve as examples of healthy living and to model "balance" in eating habits for students.

Sexual Harassment Policy

Wamego West Elementary School is committed to maintaining a learning environment that is free from sexual harassment and all related actions, and where all students/staff can work and study together comfortably and productively. West prohibits any form of sexual harassment.

Please see the Student Handbook for a detailed explanation of the sexual harassment policy.

Emergency Safety Interventions (ESI)

Please see the Student Handbook for detailed information on using ESI with any student. Staff are not to use any type of seclusion or restraint on ANY child, unless they are properly trained and certified. As a caution, do not ever touch a child out of anger and keep all physical contact with children professional and appropriate.

School-wide Expectations Matrix for West Elementary

	Arrival	Hallway	Lunchroom	Playground	Bathroom	Assemblies	Bus
Be Respectful	<ul style="list-style-type: none"> • Voice level 2 • Follow all adult directions. • Use kind words and actions. • Remove hats/hoods. 	<ul style="list-style-type: none"> • Voice level 0 • Keep hands to self (respect displays). • Walk "two tiles" away from walls. 	<ul style="list-style-type: none"> • Voice level 2, unless otherwise indicated • Use good manners. • Follow all adult directions the first time given. 	<ul style="list-style-type: none"> • Follow all adult/leader directions. • Use kind words and actions. • Line up quietly and quickly. • Include everyone. 	<ul style="list-style-type: none"> • Voice level 0 to 1 • Clean up after yourself. • Respect others' privacy. • Respect school property. 	<ul style="list-style-type: none"> • Voice level 0 • Sit flat and still. • Follow all adult/leader directions. • Use good manners. 	<ul style="list-style-type: none"> • Voice level 1 • Use kind words and actions. • Follow all adult directions.
Be Responsible	<ul style="list-style-type: none"> • Report to your assigned area. • Remain seated. • Sit in the order you arrive. 	<ul style="list-style-type: none"> • Get to class on time. • Keep hallways clean. • Go directly to your destination. 	<ul style="list-style-type: none"> • No more than 3 people at the water cooler • Respond to "quiet" signal when prompted. • Clean up your table/floor area. 	<ul style="list-style-type: none"> • Report disruptions, accidents, and injuries to an adult. • Follow the playground rules. 	<ul style="list-style-type: none"> • Flush the toilet. • After washing hands, use only 2 paper towels. • Report disruptions to a teacher. • Return to room promptly. 	<ul style="list-style-type: none"> • Respond to "quiet" signal when prompted. 	<ul style="list-style-type: none"> • Take care of your personal property. • Take care of school property.
Be Safe	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Walk in single file. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Remain seated until dismissed. • Follow line procedure; Voice level 0 in halls. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Take turns. • Use playground equipment properly. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Wash hands with soap. • Keep feet on the floor. • Keep water in sink/toilet. 	<ul style="list-style-type: none"> • Walk at a safe pace. • Remain seated until dismissed. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Remain seated after you enter bus. • Ask for help when you need it. • Make good choices.

USD 320 Elementary Anti-Bullying Policy and Procedures

<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</p> <p>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</p> <p>Our school's consequences for bullying apply when bullying happens:</p>

- **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.
III. Reporting Procedures	<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>
IV. Written Records	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.
V. Investigating	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>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 • 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>

VIII. Communications	<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> <p>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.</p>
IX. Evaluation	<p>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.</p>
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</i> Bullying Prevention Unit 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	<p>This policy does not preclude individuals who were bullied from seeking legal remedies outside of the school/district to incidences of bullying/harassment.</p>

<p>XII. References</p>	<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 http://www.cdc.gov/healthyyouth/health_and_academics/pdf/anti_bullying_policies_infobrief.pdf</p> <p>Committee for Children (2013). <i>Second Step Bullying Prevention Unit: Sample Anti-Bullying Policies and Procedures</i>.</p> <p>Maryland State Department of Education (2009). <i>Maryland's Model Policy to Address Bullying, Harassment, or Intimidation</i>.</p> <p>Washington State Office of Superintendent of Public Instruction (2012). <i>Prohibition of Harassment, Intimidation & Bullying-Policy 3207</i>.</p> <p>Washington State Office of Superintendent of Public Instruction (2012). <i>Prohibition of Harassment, Intimidation & Bullying-Procedure 3207</i>.</p> <p>Williford, A., Fite, P. J., Hawley, P., Little, T. Vergberg, E., DePaulis, K., & Cooley, J. L. (2013). <i>Kansans Against Bullying: Recommendations for Anti-Bullying Policies and Procedures</i>. University of Kansas.</p>
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West Elementary Bullying Consequence Matrix

Behavior	First Offense	Second Offense	Third Offense	Beyond . . .
<p>Emotional-<i>harm to someone's self-esteem or feeling of safety</i></p> <p>(teasing, making fun of, calling mean names, giving dirty looks, insulting gestures, etc.)</p>	Written warning. Parent/guardian notified. Record incident on Incident Matrix.	Loss of recess until Bullying Essay Form completed. Parent/guardian notified. Record incident on Incident Matrix.	Three inside recesses and completion of Bullying Essay Form and Comprehension Packet. Parent/guardian notified. Record incident on Incident Matrix.	Develop individual behavior plan/contract with support from Counselor, School Psych, Social Worker, or Principal. Conference with parent/guardian.
<p>Social-<i>harm to someone's group acceptance</i></p> <p>(gossiping, spreading rumors, teasing publicly, exclusion, etc.)</p>	Written warning. Parent/guardian notified. Record incident on Incident Matrix.	Loss of recess until Bullying Essay Form completed. Parent/guardian notified. Record incident on Incident Matrix.	Three inside recesses and completion of Bullying Essay Form and Comprehension Packet. Parent/guardian notified. Record incident on Incident Matrix.	Develop individual behavior plan/contract with support from Counselor, School Psych, Social Worker, or Principal. Conference with parent/guardian.
<p>Physical-<i>harm to someone's body or property</i></p> <p>(intimidation, threats, hitting, pinching, pushing, kicking, defacing property, stealing, etc.)</p>	Written warning. Parent/guardian notified. Record incident on Incident Matrix.	Loss of recess until Bullying Essay Form completed. Parent/guardian notified. Record incident on Incident Matrix.	Three inside recesses and completion of Bullying Essay Form and Comprehension Packet. Parent/guardian notified. Record incident on Incident Matrix.	Develop individual behavior plan/contract with support from Counselor, School Psych, Social Worker, or Principal. Conference with parent/guardian.
<p>Severe-<i>most of these behaviors are against the law!</i> (physical, verbal, or emotional/social)</p> <p>(severe physical contact, threats of violence, severe harassment including sexual and racial, destroying property, assault with a weapon, etc.)</p>	Immediately referred to the office. Parent/guardian notified; police if necessary. One day of ISS or OSS. Loss of recess until Bullying Essay Form completed. Record incident on Incident Matrix.	Immediately referred to the office. Parent/guardian notified; police if necessary. Two days of ISS or OSS. Conference with parent/guardian. Loss of recess until Bullying Essay Form completed. Record incident on Incident Matrix.	Immediately referred to the office. Parent/guardian notified; police if necessary. Three days of ISS or OSS. Conference with parent/guardian. Loss of recess until Bullying Essay Form and Comprehension Packet completed. Record incident on Incident Matrix.	Contact SRO. Develop individual behavior plan/contract with support from Counselor, School Psych, Social Worker, or Principal. Conference with parent/guardian.