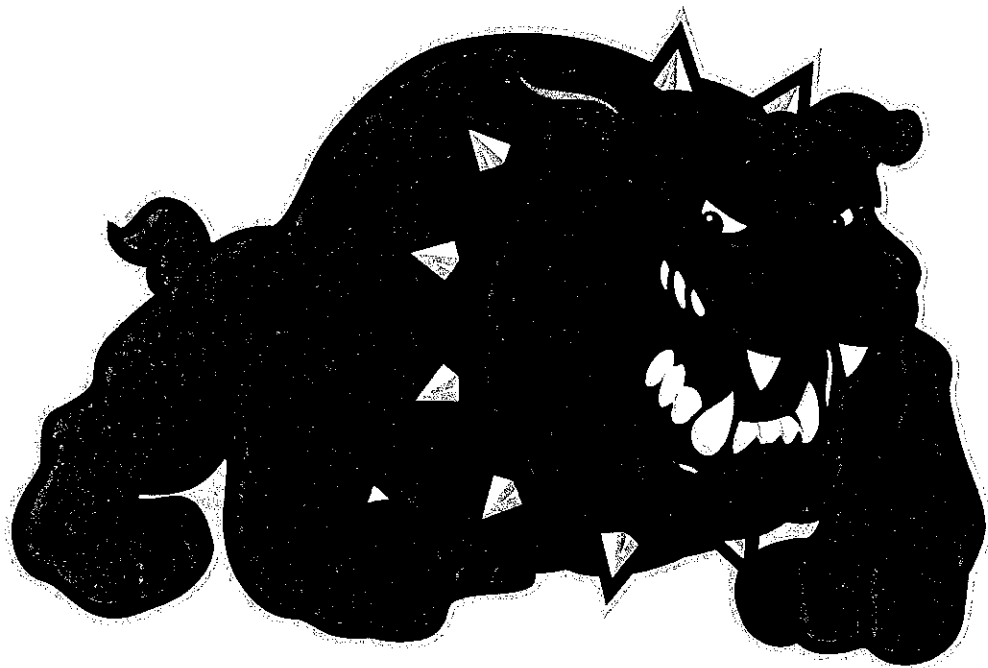


QUINTER



Elementary School

Handbook

Quinter Elementary School Handbook

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Welcome to Quinter Elementary School!

Dear Parents,

Learning is an exciting life-long endeavor for us all and at Quinter Elementary School we strive to create a positive learning environment. The faculty and staff believe we should celebrate differences and support each student as he/she strives to meet his/her individual potential. This handbook is intended as an introduction to the programs, procedures, goals, and services provided at Quinter Elementary School. Some rules and policies are grade level specific and can be attained by asking your child's classroom teacher for his/her classroom information. Thank you for being a part of this learning community; we look forward to working with you and your child/ren.

Sincerely,

Kari Kephart,
Principal/Superintendent

USD #293 Mission Statement

Each student will be positively encouraged and intentionally directed

- to **reach** rigorous academic goals
- to **develop** social and emotional skills
- to **attain** physical and nutritional growth
- to **acquire** the tools necessary to succeed in all aspects of life
- to **achieve** his/her full potential in the ever changing society of the 21st Century.

This must be a cooperative effort among family, community, and school to ensure that students are lifelong learners who

- **reflect** and **grow**
- **apply** knowledge
- **show** compassion and **display** courage.

Written by Quinter Public School Staff
2011-2012

School Hours

School **begins at 8:20 a.m. and ends at 3:40 p.m.** Students arriving before 8:00 a.m. are greeted and will **wait by one of the two east entrances.** Students wanting to eat **breakfast may enter the cafeteria at 7:40 a.m.** Teachers are in their rooms and will **welcome students at 8:00 a.m.**

Teachers are available for parent conversations 7:50 a.m. - 8:00 a.m. and during their individual plan times Mon-Fri; and also 3:40 p.m. - 4:00 p.m. Mon-Thurs. These are considered regular school hours. The office is accessible daily from 7:00 a.m. to 5:00 p.m.

Visitors

Visitors are asked to **come in the front doors** by the office and **check in upon arrival** at Quinter Elementary School. We ask that you **sign in at that time.** Visitors will receive a **visitor's button to wear** so that all personnel know you are a friend. This enhances communication and provides better security for our school. All doors, except the front door, will be locked once school begins. **Please check out and return the button as you leave.**

For any guests wanting to visit a classroom, prior approval from the classroom teacher must be obtained. Please inform the office also to help us know who is in the building. These visits could distract from the normal flow of the educational activities in the classroom so length of stay should be determined with the teacher to make sure any visit works effectively for a classroom.

Enrollment

Enrollment is scheduled for **two days the first week in August.** The dates and other school information are published in the Gove County Advocate and are available on the school calendar and on the school website. Prior to enrollment, information, including enrollment dates, forms, fees, and meal prices, are mailed to parents of children expected to be enrolling at QES. Forms can be completed in advance to allow for a smooth enrollment process.

Health Office

There is a full-time school nurse on duty during regular school hours. If a student becomes sick or injured, he/she will be sent to the health office. If after some observation, the illness or injury persists, parents will be notified. Parents may be requested to come and get their child at that time. If a student appears to have something contagious, parents may be required to get a doctor's approval before the student may come back to school. A child with an elevated temperature (greater than 100 degrees orally with symptoms of illness, or greater than 101 degrees orally with/without symptoms of illness) will need to be excluded from school until fever free (without medication) for 24 hours or is given permission to return to school by a health care provider. If sickness or minor injury occurs near dismissal time, the student may be sent home on the bus.

Student information sheets are filled out every year. If changes are made in employment, telephone number, or alternate contacts, please call the elementary office (785-754-3741). A medical release form is also required to authorize emergency medical attention if necessary.

Almost all medication, when sent to school, must be given to the school nurse to distribute along with a doctor's signature. One exception is the inhaler used by children with asthma; doctors may prescribe its use on an "as needed" basis. Therefore, children can keep the inhalers in the classroom. Parents may opt to come and give the medication to their child themselves.

Further information about health services is available. Please contact the school nurse at (785-754-8299) during school hours.

Quinter Elementary School provides:

Preschool

Quinter Elementary School has a Developmental Preschool available for all eligible students.

- If preschoolers **qualify for Special Education services or At-Risk services**, the school receives reimbursement from the state to educate these students.
 - **Special education services** are provided for qualifying three year olds and four year olds. Qualifying areas for Special Education include cognitive skills, social & emotional skills, fine or gross motor skills, speech/language, or self-help skills. Age and need of individual students are carefully considered when attendance arrangements are established.
 - **At-risk** four year olds are also considered with the following qualifying areas: qualifying for free lunch, single parent families, DCF referral, teen parents, either parent lacks a high school diploma or GED, families receiving public assistance, children in foster care, migrant children, children who are homeless, dual language learners, or children who are developmentally or academically delayed. Students must turn four years old on or before August 31 to qualify.
 - Qualifying four year olds often attend either the morning or afternoon sessions four days a week. Attendance for qualifying three year olds varies based on the needs of each student.
- We **also include other four year olds** in our preschool that do not have a qualifying need. Students must turn four years old on or before August 31 to qualify. Each child is allowed to attend two mornings or two afternoons per week. We assess a daily fee of \$7.00 to help with expenses.
- **Fridays are typically reserved for home-visits**. This allows parents and the teacher an occasion to connect and provides the child an opportunity to demonstrate new skills to his/her parents.

Kindergarten

Quinter Elementary School continues to offer full-day kindergarten throughout the school year. The focus of the morning will be to introduce basic kindergarten curriculum. The afternoons will include a variety of ways to support and practice that curriculum.

Children entering kindergarten must be five years of age on or before August 31. Although each student will be considered separately, students with summer birthdays may need to wait until the following kindergarten year to assure maximum developmental readiness for school.

Kindergarten students do not attend school on the first day of each school year. On this day, parents meet with their child's kindergarten teacher and a Kindergarten Readiness Screening is conducted for each kindergarten student. The purpose of the Kindergarten Readiness Screening is to provide a snapshot of where children are upon entry to kindergarten.

Preschool and Kindergarten Screenings

Each spring, a screening for children ages zero to five is scheduled. Several assessments are given to each child by various professionals. The assessment results provide individual data to support parents and teachers in making informed decisions about each child's educational needs. This data is used to assist parents in understanding their child's development. Scheduled appointments for these assessments are set through the office.

Additional Classes

Music - Kindergarten has music 3 days a week. Grades 1- 6 have vocal music daily; grades 5 - 6 have the option to participate in band.

P.E. - Students have physical education three days a week. Most classes meet separately for two days and are combined by grade levels on Fridays.

Computers - K-6 Students go to the computer lab with their class two times a week for instruction.

Art - Once a week K-6 students attend art class. Student work is displayed in the hallways of our school and at an end-of the year art show.

Library - Once a week K-6 students will have an opportunity to check out new books. Each student may check out two books at a time. Overdue fees are not charged. However, students will be asked to make restitution for lost or damaged books.

Social/Emotional - Social emotional skills are taught to each classroom. We believe when students are taught how to handle different situations, they are better able to cope when tough circumstances arise. Intentional instruction about the 16 Habits of the Mind continues to be a major focus of these lessons. These habits include: 1. Persisting; 2. Managing impulsivity; 3. Listening with understanding and empathy; 4. Thinking flexibly; 5. Thinking about your thinking; 6. Striving for accuracy; 7. Questions and problem posing; 8. Applying past knowledge to new situations; 9. Thinking and communicating with clarity and precision; 10. Gather data through all senses; 11. Creating, imagining, and innovating; 12. Responding with wonderment and awe; 13. Taking responsible risks; 14. Finding humor; 15. Thinking interdependently; and 16. Remaining open to continuous learning.

Special Education Services

Speech/Language - Speech therapy is available for students all five days of the week. Referrals can be made by a teacher or parents at any time during the school year. Instruction is provided by a speech/ language pathologist. Our pathologist provides inclusive lessons in preschool and various other classrooms.

School Psychologist - The school psychologist is available one day a week to address concerns of students, teachers, or parents. The school psychologist facilitates a student's success by supporting and consulting teachers and administration, by collaborating and communicating with parents, by providing appropriate individual and group counseling, by providing classroom guidance, and by making appropriate contact and referrals to community service agencies.

Interrelated Services - In striving to meet the needs of all students, Quinter Elementary School recognizes some students are in need of special education assistance to help them reach their fullest educational potential. Using inclusion, pull-out, or a combination model, services are delivered to students through para-educators and a special education teacher to assist them in the regular classrooms.

Gifted - In striving to meet the needs of all students, Quinter Elementary School recognizes ~~that~~ some students are in need of enrichment activities to help them reach their fullest educational potential. Students identified as gifted have enrichment activities once a week primarily in a pull-out model. There is also the option to do activities in the classroom.

Physical Therapy at Occupational Therapy - An occupational therapist and a physical therapist are available for assessment and services when there is a concern about a child's motor abilities or when there is concern about sensory issues.

Additional Support Programs

English as the Second Language (ESL) Services will include several formats: pull-out, push-in, and modified instruction. Students needing these services will receive a combination of services considered appropriate for their needs. We have designated a half-time teacher and a full time para to assist these children.

- **Pull-out-** Students spend part of the day in a mainstream classroom, but are pulled out for a portion of the day to receive instruction in English as a Second Language.
- **Push-in-** An ESOL teacher comes into the regular classroom to give language assistance to the English Language Learner (ELL).
- **Modified Instruction-** A regular education teacher who holds his/her ESOL (English to Speakers of Other Languages) endorsement "modifies" instruction so that academic content is comprehensible to the ELL.

Title 1 is a support program that is funded, in part, by the federal government. It is in place to help students that need a little extra assistance in math and reading. Students qualify by assessment scores along with teacher input. The goals for each student are coordinated to the classroom goals. Teachers will not plan whole group instruction when Title 1 students are out of the room. Quarterly reports are written for students so that parents can stay informed of their goals and their progress. Title 1 students (reading – grades K-4, math – grades 2-4), as well as other students, are serviced using a MTSS format which is further explained below.

Multi-Tiered System of Support (MTSS) for Reading Support - MTSS is a format which benefits all K-4 students. Every class has a reading intervention time built into the schedule. All students receive some type of support during this 30-minute period. Students are grouped using data from multiple assessments. The classroom teacher, Mrs. Riedel, and Mrs. Mountain-Scott then provide focused support for each group of students.

This is accomplished by...

- **Being prevention oriented:** knowing who needs additional practice or support early in the year. This provides a setting that allows improved teacher student ratio for added student accountability and practice.
- **Implementing evidence-based practices** for all students and tailoring interventions based on student need.
- **Using progress monitoring data** including teacher feedback to know when changes in these groups are appropriate. Teachers meet formally every month or so to discuss student progress. They also share informally throughout the school days.

Multi-Tiered System of Support (MTSS) for Math Support – Grades 2-4 have a math intervention time built into the schedule. All students, grades 2-4, receive some type of math support during this 25-minute period. Students are grouped using data from multiple assessments. The classroom teacher or Mrs. Riedel then provide focused support for each group of students. When assessments show students have a need for ongoing support, students are identified as Title 1 students and receive math help two or three times a week. Title 1 students in grades 1, 5, and 6 receive support primarily through inclusion with pull-outs as needed.

Parents are notified if...

- **Your child has been identified as a Title 1 student.** Then Mrs. Riedel or Mrs. Mountain-Scott provides parents with feedback every nine weeks for Reading and/or Math. Games are available for parents and students to practice as well as an opportunity for a Monthly Newsletter with different tips on how parents might help their child.
- **Your child seems to need more individual instruction or Tier III intervention.** This

occurs when the intervention Groups (Tier II) do not provide enough support to foster the needed growth.

- **Your child has demonstrated a need for General Education Interventions (GEI).** This is a process that includes parents and school staff coming together to decide on new interventions to support a student. The intent is to help the student meet his/her potential now and in the future. The school's role is to provide data, interventions, options, and professional judgment. The Home Role is to provide background, observations, and support. This process helps evaluate the needs of a student and provides needed information to help parents make an informed decision on whether a child should be evaluated for Special Education services. A flowchart is available to show parents each step within this process.

Standards Based Curriculum

The curriculum used at all grade levels and in all subjects is designed to match Kansas College and Career Ready Standards or Common Core Standards. Teachers are to present the entire grade level curriculum. Differentiation of instruction occurs when adjustments are made for students to reinforce a skill that is not mastered or to take a student beyond the curriculum if needed. Teachers use a variety of tools including technology, along with other materials, to teach these thought-provoking standards.

Dawg Dish Diner - Lunchroom

Quinter Elementary School offers lunch and breakfast for students each school day.

Lunchroom goals for students include: enjoying their meals, visiting in a respectful manner, learning about nutrition, and eating nourishing meals. Students must choose three different food groups for their tray to make up a healthy diet. They are also encouraged to try a bit of some foods they do not normally eat. Water is provided for additional hydration.

Students are asked to say "please", "thank you", and "no thank you" to the cooks as they go through the food line. We also want students to have good manners at the table such as chewing with their mouth closed, no belching, no yelling, and using their forks.

Parents are invited to come and have lunch with their child/ren. We ask that parents call in advance and that they help model the lunchroom guidelines.

Home & School Connections:

Site Council

The Site Council is a committee consisting of parents, teachers, classified staff, special education staff, senior citizen, chamber of commerce representative, a board of education member, and administration. This group meets six times a year to help direct change in the school and to provide feedback, ideas, and to support the programs that are in place. All parents are informed of meetings and invited to attend via the weekly newsletter. The first and last meetings of the year are combined meetings with the QJSHS Site Council held at the BOE room.

Attendance

Regular and punctual attendance is essential for optimum growth and development of students. The truancy law for the state of Kansas supports this claim. This law differentiates from excused absences and unexcused absences. Excused absences are for such things as sickness, dentist appointments, and other parent requests. Unexcused absences are when the child is not in attendance with no reasonable explanation. Parents are asked to please call the office and explain the situation if their child will not be present at school.

Parent/Teacher Conferences

There will be two regularly scheduled conferences every year, one in the fall and one in the spring. At the spring conference for grades K-6, there will be a parent-teacher-child conference. This allows the student to own his or her own academic and social performance by explaining projects, topics, and behavior. Parents are encouraged to call teachers (during breaks, before or after school) if they want to discuss their child. Teachers may also set up additional conferences if they have concerns.

Celebrations

Room parties for holidays will last from 45 to 50 minutes. Students in preschool, kindergarten, and grades 1-4 have parents to help with parties. Grades 5-6 have students responsible to help with parties.

Birthday celebrations will last from 20 -25 minutes. Parents and/or birthday child may choose more time to play games instead of bringing food. If you decide to bring treats, we want to encourage nutritious treats for children. One item (i.e. juice or crackers and cheese) per child is great!

Notes

Please send notes with your child when there is a change in the usual plans. Your child can help you with this, just please sign the note so we know you support the information on the note. Your child's safety is very important to us and we want to help you by getting him/her to the right place.

Newsletter

A weekly newsletter is emailed to parents every Friday from the principal. If you do not have an email address, a hard copy will be sent with your youngest child attending QES. This tells of upcoming events and shares what is happening at school. Please keep easy access to the newsletter; City Rec. and other organizations use the newsletter to keep you informed of opportunities for your child.

Secret Santa

Secret Santa is a fund that was started several years ago to help local children. It is used to help at Christmas time but also at other times of the year as different needs arise. We accept donations at all times for this fund.

Items from Home

Students may bring items for show and tell. Toys will be allowed to be used at recess time only. Items from home can enhance a classroom when they are brought as learning tools but they can also distract if brought to play during academic times.

- We ask students not to bring items that have any violent overtones such as toy guns or pocketknives.
- Please do not send headphones or video games for your child to use at recess. Recess is an opportunity for him/her to learn to play with other students successfully.
- Cell phones, when at school, should be turned off and left in a book bag.
- Books on tablets, such as a Kindle – These can be used during appropriate times such as SSR or any time the teacher deems appropriate. There is a concern of possible damage or someone taking this expensive item.

The school cannot be responsible for any non-essential personal items brought from home.

From Out of the Ordinary Events to Possible Crisis - As the world changes, new scenarios at school do occur. Our intent is to respond in a logical way always considering the big picture. Priorities have to be set within the context of each situation.

- One important issue is to make sure students and/or parents are not unduly alarmed.
- Another priority is to keep parents informed so we will be using our ALERT system for quick info to parents. Email may be used to explain a situation more thoroughly. Realize that immediate response within the building has to be dealt with first, and then when a clear understanding is realized it will be communicated to parents.
- Social Media can be a blessing and a curse in these situations because people may hear things that are half-truths before there is time to send clear information.

The district, of course, has a crisis plan for numerous situations that could occur. This includes outlines of different scenarios and how we are to react in the event something similar happens. However, some events happen that we cannot anticipate. A key to responding appropriately is to stay calm and work to find the best solution possible. We continue to receive training and to learn new ways to approach anything that arises.

Assessment Information:

Grading

Report cards are issued every nine weeks to show students' participation and progress. Grades indicate the level of knowledge or skill in a subject. Classroom teachers will share their grading scales. Effort is not always reflected in grades. Our goal is to have each student focus on learning the objectives presented to the best of his or her ability.

Parents can easily access their child's grades using Power Grade. Please realize that teachers are asked to update the grades weekly, not daily. A password is assigned for each child.

Homework/Make-up Work

Two days are allowed for each day's absence to return work. Unfinished homework may result in a loss of as much as half of the recess time per day until the homework is completed.

Students should not have more than one hour of homework at any grade level. Each grade level has more specific procedures about homework that is available from the classroom teacher. If your child is having a lot of homework please call the teacher. There are a number of reasons this may be happening and we want to deal with this problem appropriately.

Requests for advanced homework (planned absences) will be handled individually, at the teacher's discretion.

Late Work

Students are responsible for turning in work on the date assigned by the teacher. If an assignment is late there will be a deduction in the grade.

- One day late - 10% deduction
- Two days late - 20% deduction
- Three days late - 30% deduction.
- All assignments will begin with a 50% late charge after three days. These assignments can be turned in to be graded until the end of that nine-week grading period.

Teachers may also have students stay in half of their recess time or stay after school to finish work. Parents will be notified when their child is staying after school. Staying after school can be a logical consequence to help students learn responsibility and accountability. If they are playing when they should be working, then they need to work when they could be playing.

Multiple Assessments

Quinter Elementary School uses multiple assessments to evaluate the programs and the student achievement.

- **Local assessments** are given in writing, math, and reading. One reading assessment is a diagnostic assessment given individually to all Kindergarten through 4th grade students. This assessment is analyzed and provides valuable instructional information for teachers.
- **State assessments** are given yearly in grades 3-6 assessing reading and math. State science assessment and Social Studies assessment will be given to one grade level in the future. Adequate yearly progress (AYP) is also measured using the state assessment results.
- **DIBELS is a reading screener** given to K-2 grade students.

At the end of every school year, parents will be sent a Continuous Improvement Sheet with their child's report card that shares the growth of each child using these multiple assessments. This information is shared with parents along with our Educational Beliefs.

The Continuous Improvement Sheet includes: Quinter Public Schools has Educational Beliefs that drive how we approach educating your child. We believe each child is one-of-a-kind and that no one assessment can give a full picture of what he/she knows or who he/she really is. Therefore, to give a richer understanding of the many ways your child has shown growth, we present numerous aspects of your child using staff input and multiple measures which should help you celebrate progress and allow you to assist him/her for continuous improvement.

Educational Beliefs of Quinter Public Schools:

1. *Each student is capable of learning and achieving to a **high personal standard.***
2. *Learning success includes **achieving academic goals, social/emotional skills, and physical/nutritional growth.***
3. *Each student is unique and valuable with **varied talents and needs.***

Three talents of each child will be shared. One area your child could practice will also be included.

4. *Students learn through active engagement with **multiple opportunities to practice.***

Practice information for reading (AR) and math (IXL) will usually be included.

Encouraging Students:

Lifelong Guidelines and Skills

Quinter Elementary School believes student success includes more than just academics. We want our students to succeed in life. We promote lifelong guidelines throughout our school. These include respectfulness, truthfulness, trustworthiness, active listening, no put-downs, and doing your personal best. The personal best guideline is defined by several life skills such as caring, cooperation, etc. These skills are taught and reinforced throughout the school day.

Students also need conflict /resolution skills to learn to solve their own problems. These skills will be taught in all classrooms by school personnel and applied to specific situations by staff and children.

Goal Setting

Students will be encouraged to set personal goals and encouraged to achieve these goals. They will each have a reading goal. Goals in other subjects or in behavior will also be used when appropriate.

Buddy Program

All students have a buddy they work with several times during the school year. Teachers plan activities in which the older students help the younger students with different types of projects. We provide opportunities for the older students to be positive examples for the younger students.

6th graders buddy with 2nd graders

5th graders buddy with 1st graders

4th graders buddy with preschoolers

3rd graders buddy with kindergarteners

Sixth Grade Announcers

All sixth grade students assist the office by providing four or five days of morning announcements. This responsibility is given to each student to help him/her see he/she is a leader in the school. They announce birthdays and share the day's events.

High School Aides

High school seniors serve as teachers' aides. These aides have the opportunity to work with elementary students in regular classrooms, art, music, P.E., etc. The HS students are to be positive role models to the elementary students as they help and encourage them. The aides also develop a relationship with the teachers as they assist in other tasks. This program provides high school students the opportunity to see if teaching is a field in which they would like to work.

AR Reading & IXL Math

Quinter Elementary School offers support for students to practice reading skills using a program called Accelerated Reader. Students read books at their independent reading level and take a computer assessment to measure comprehension. Each student is awarded points for each quiz passed according to the length and difficulty of the book. Students set their own goals with teacher assistance. They receive praise and encouragement as they strive to meet their reading goal. Students come to the principal's office and receive a treat to help celebrate this accomplishment. Students are encouraged to try for a cumulative career Accelerated Reader goal. They may belong to the 500-point club, 750-point club, or the 1,000-point club. Their names are up in the hallway when they reach these various goals.

IXL Math is a computer program that students can access at home to practice their math skills. Goals will be set with teachers. These may be individual or whole class goals.

Making Memories

The Quinter Elementary Staff knows that school events make important memories. Our goal is to make many positive memories in all students' lives. To record these memories, students will each receive 4-6 pictures of activities in their classroom during each year. These pictures will be used to make a scrapbook page. Students will write their own captions. As they continue through the grades, they will have a record of some exciting times they had in school.

Student Expectations:

Dress

Students are expected to have good grooming and appropriate dress to maintain a wholesome and inspiring learning atmosphere. School attire shall be based on COMMON SENSE and GOOD TASTE. **Nothing should be worn that has a negative message or that will distract from an educational focus.** Clothing that is revealing in any way will be considered inappropriate. If the clothing is not appropriate for school, students will be supplied a different article of clothing to wear or may be allowed to call their parent if needed. (Students are allowed to wear shorts when the weather is warm.)

Telephone Use

Students will be allowed to use the telephone when they have a **need** to call and have permission from the classroom teacher. Calling to go to someone's house or to stay in town is a **want** and will be discouraged.

Recess

Students will have at least two physically active times every day, which may include recess and/or P.E. All recess times are 15 minutes.

A student may lose up to, but not more than half, of their total recess time per day. This time will be used for the following situations: make up work, extra help, or disciplinary action.

Field Trips

One field trip a year is planned at each grade level. These trips do have an educational focus to expand student experiences and knowledge.

Procedures

Procedures are somewhat different at different grade levels because of developmental differences in students. These are written to fit the different grades and are available from the classroom teachers. **All staff will encourage appropriate behaviors in the lunchroom, hallways, restrooms, recess, and study time**

Student Discipline:

School-wide discipline will include the **3 R's as a part of our Positive Behavioral Support**. The 3 R's include: **Reminding** students of expectations, **Responding** to their behavior with consequences that include Love and Logic, and **Reinforcing** good behavior and successful change.

Classroom

Teachers use a variety of approaches to discipline students in the classroom. **The focus is to change the inappropriate behavior that is interfering with learning.** Teachers will discipline students privately when possible. However, if a student is disrespectful or does something in front of the class, teachers may need to correct the student in front of the class. This process lets all students know acceptable and unacceptable behavior. Teachers will avoid using humiliation to punish inappropriate behavior.

Bullying

A student is being bullied when he or she is harmed by being exposed, repeatedly and over time, to negative actions on the part of one or more other students. This would include an intentional gesture or any intentional written, verbal or physical act or threat that is sufficiently severe that is creates an intimidating, threatening, or abusive educational environment. (i.e. lying to get someone in trouble, threats, name-calling, spreading gossip, stealing others' belongings). Bullying also includes threat of damage to property or actual damage to property of a student.

We will not accept bullying in our class/school and we will work to see it come to an end. If bullying occurs, our goal is to change the situation dealing with the bully, the victim, and the silent majority that observed the situation.

Procedure for reporting and responding to bullying:

- Students that are bullying should be reported, first to the teacher (person) on duty that will follow a regular discipline procedure which includes investigation of the incident. Then school personnel, parents, and/or students may report the incident to the office. School personnel, when appropriate, will send students to the office for further investigation into the situation.
- Parents or guardians will be notified either by phone (documented call) or through a written Behavior Sheet of the incident.

Consequences for bullying will begin with a serious talk. The adults will help the students understand what is expected. The consequences will vary depending on the severity of the action and the number of times a student has been identified as a bully. Consequences may require in-school suspension or expulsion.

Visiting the Principal

Students will be sent to the principal's office for the following reasons: repeated offenses that interfere with learning, inappropriate language, safety issues, degrading behavior which includes bullying, sexual harassment, threats, and defiance.

Behavior Sheet -When a student is sent to the principal's office he/she may fill out a behavior sheet. This sheet includes a student's reflection explaining what happened and whom this affected. It also contains a problem-solving area, which asks: What could you have done differently? What might your consequence be? How can you make this situation better? Students also must decide which of the lifelong guidelines was not evident. The staff member and the principal shall also write a reflection about the incident and the consequence. A copy is kept in the principal's office and a copy is sent to the parent by the following day.

Advice/Conflict Resolution- Students may ask to come to seek advice on dealing with a specific situation. This will not necessarily be reported to parents but children will be encouraged to discuss it with their parents also.

Safety Precautions:

Drills

Regular drills for fire, tornado and other crises are scheduled. Students are taken through a procedure that has been judged to be the safest for them. They practice what they are to do and how they are to do it in the event of a crisis.

Doors

All doors are open in the mornings for students to enter the building. After classes begin, all entrance doors except the one by the office are locked. This is to assure the safety of your child.

Loading and Unloading Buses

Buses load and unload in the front of the school. Students come into the building when they arrive. When school is out, **bus students are released first** so that buses can be loaded in a timely manner. **Students not riding a bus are not released until the buses are gone to insure safety** of all students. **Parents are to wait until the buses leave to pick up their child/ren.**

Additional Information:

Lost and Found

There is a lost and found area in the office. We also hang **lost clothing articles in the lunchroom** hoping students will notice their item. If your child has lost any item, please call or check at the office so we can help.

Closing of School

During the school year, the school may have to call off school or cancel classes before the scheduled dismissal time (3:40 p.m.) because of weather conditions or other unforeseen reasons. If weather conditions or other factors force the closing of school, **parents will be notified through our SCHOOL MESSAGE System.** The number you can call back to listen to the school message is 855-535-0408. The following radio and television stations will also carry the announcements. Radio: KJLS Mix 103.3 FM/KFIX/ KXXX of Colby/ KFNF of Oberlin 101.1FM/ /KJIL 99.1 FM/ KHYM 103.9 FM / KQNK of Norton 106.7 FM. Television: KAKE (ABC) / KSNW (NBC)/ KWCH (CBS).

Students need to know where they should go in case of an early dismissal. There are around two hundred students so phone contact is not always practical. Please keep the teachers informed when possible. However, we know there are always different situations that need to be considered.

Use of the Building

Other organizations are allowed to use the building during non-school time and there will be a fee to cover energy costs. Please call the office to have this put on the calendar. **All groups are required to have an insurance liability form and a responsible adult in charge.** Groups will be expected to follow the rules established by the school. The group using the building will be asked to replace any item that may be broken.