

# **MEDFORD AND STETSONVILLE ELEMENTARY SCHOOLS**



**2015-2016  
Staff Handbook**

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Note: All forms can be found in the central office unless marked differently.

POLICIES

EBCD  
EEAA  
EEBA  
EEBB

Emergency School Closing  
Student Transportation/Route Requests  
Use of School-Owned Vehicles  
Use of Vehicles on School Business

GBC	Staff Ethics
GBCA	Staff Conflict of Interest
GBCAA	Staff Use of School Facilities Equipment/Materials
GBCAB	Internet Safety/Telecommunications -Staff
GBCAC	Internet Safety/District Web Site-Staff
GBCB	Staff Conduct
GBCBA	Harrassment in the Workplace
GBCBB	Employee Possession, Use, Sale or Distribution of Alcohol and Other Drugs
GBCE	Control of Lockers and Facilities -Staff
GBE	Staff Health and Safety
GBEA	Threats Against Staff by Students
GBFA	Staff Serving as Volunteers
GBI	Staff Gifts and Solicitations
GBL	Personal Records
GCQP	Use of Laser Devices
GEZZ	Use of Oleoresin Capsicum (Pepper Spray)
IIBGA	Internet Safety/Telecommunications -Students
IKE	District Promotion Criteria K-12
IKF	Graduation Requirements
JB	Equal Educational Opportunity
JBA	Student Harassment
JE	Attendance/Truancy Policy
JFC	Code of Classroom Conduct
JFCH	Student Possession Use, Sale, Being Under the Influence of and/or Distribution of Alcohol or Prescription Drugs
JFCHA	Students Possession, Use, Sale, Being Under the Influence of and/or Distribution of Controlled Substances
JFCIA	Athlete Drug Testing
JFCJ	Weapons in School Prohibited
JFCN	Antisocial or Criminal Activities by Students
JHCA	Control of Pediculosis (Lice) and Scabies
JHCD	Administration of Prescription and Non-Prescription Medications
JHG	Child Abuse/Neglect Reporting
JHH	Suicide Prevention
JICA	Student Dress
JO	Student Records
KGBA	Weapons in School
KGC	Use of Tobacco on School Premises
KLD	Public Complaints About School Personnel Subpoena of Student Records

Note: Please see Board of Education Policy Book in the staff lounge.

## Welcome



The Medford Area Public Schools wants to officially welcome each teaching staff member to the faculty. The responsibility for educating the youth of the community is extremely important and shared with the parents. The school district will do everything within its legally invested authority to support the staff in providing a quality education to all students. The school district expects its teaching staff to fully cooperate in this endeavor and to exemplify professionalism under all circumstances. This involves the implementation of well-planned lessons, consistent discipline practices, involvement in self-improvement activities, and clear and frequent communication with parents. If a faculty member has a question, concern or needs direction, the building administrator should be called on to clarify the situation. The building administrator's door is always open.

*The contents of this handbook are presented as a matter of information only and are subject to any collective bargaining agreement and the Municipal Employment Relations Act, 111.70. The plans, policies and procedures described are not conditions of employment. The school district reserves the right to modify, revoke, suspend, terminate, or change any or all such plans, policies, or procedures, in whole or in part, at any time with or without notice. The language which appears in this booklet is not intended to create, nor is it to be construed to constitute, a contract between the school district and any one or all of its employees or a guarantee of continued employment. Notwithstanding any provisions of this handbook, employment may be terminated at any time, with or without cause or as otherwise provided in any applicable contract or collective bargaining agreement.*

The purpose of this handbook is to briefly outline the operational policies and procedures to be used during the school year. If at any time, you feel that an improvement can be made that will better the working operation of our school and enhance the learning capabilities of the students, please feel free to contact the building administrator.

## **MEDFORD AREA PUBLIC SCHOOL DISTRICT**

### **VISION:**

*We expect all students to learn at high levels. We will work collaboratively with colleagues, students, and parents to challenge and support all individuals to achieve success.*

### **MISSION:**

*To ensure that all students learn..*

### **DISTRICT GOALS:**

In order to positively affect student learning, we will continue to meet as professional learning communities both as subject/grade level teams and building teams in which colleagues are working and learning together on a regular basis.

#### **Administration Goals:**

- Communicate clear and consistent expectations and provide ongoing, flexible support to all staff to ensure common goals are accomplished.

#### **Curriculum and Instruction Goals:**

- Staff will continue to review and revise essential student outcomes to ensure we are setting appropriate goals and identifying intervention/acceleration opportunities.
- Staff will incorporate writing and vocabulary skills to demonstrate knowledge of essential student outcomes across the various disciplines.

#### **Student Performance Goal:**

- Students will continually show progress towards meeting or exceeding the Wisconsin State Standards as evidenced by local, state and national assessments.

#### **Community/Family Goal:**

- The district will assist our families to realize/value the connection between education and success in life.
- The district will educate the staff to be more culturally responsive to our community.

## **MEDFORD AND STETSONVILLE ELEMENTARY**

### **MISSION:**

*We believe the mission of the Medford and Stetsonville Elementary School staff, along with the help of parents and community, is to promote the attainment of each child's fullest potential in intellectual, physical, social and emotional development. By providing a stimulating educational environment, we will help each child become a productive, caring individual, equipped with the problem solving skills necessary for success in a changing world.*

### **PUBLIC NOTIFICATION OF NONDISCRIMINATION POLICY**

It is the policy of the Medford Area Public School District that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extra-curricular, pupil service, recreational, or other program or activity because of a person's sex, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by S.118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

The district encourages informal resolution of complaints under this policy, however, a formal complaint resolution procedure is available (see appendix), to address allegations of violations of the policy in the Medford Area School District.

Any questions concerning this policy should be directed to:

Pat Sullivan  
District Administrator  
Medford Area Public School District  
124 West State Street  
Medford, WI 54451





## A Code of Ethics for Staff

Positive character traits are commonly recognized as part of our heritage and are necessary for the full development of our students and our community.

To that end, the Medford Area Public School District believes that all staff members should affirm for themselves, for our students, and for other staff members the following core values:

**Respect** - exhibit a high regard for all people as well as the physical world around us.

**Responsibility** - demonstrate good judgment and accountability for one's actions while accepting both positive and negative consequences.

**Honesty** - tell the truth to one's self and to others.

**Self Control** - exercise restraint over one's own impulses, emotions or desires for the good of self and/or others.

**Tolerance** - acknowledge beliefs or practices differing from or conflicting with one's own.

**Courage** - willingness to do the right thing even when facing rejection.

**Compassion** - show kindness and caring for others and their needs.



# MEDFORD AREA PUBLIC SCHOOLS

## ADMINISTRATIVE STAFF

Pat Sullivan	District Administrator
Jeffrey Albers	Director of Business Services
Laura Lundy	Director of Curriculum and Instruction
Joseph Greget	Director of Pupil Services/Special Education
Dennis Hinderliter	Network Engineer
Dan Miller	Elementary Supervisor
Donald Everhard	Associate Elementary Supervisor
Annie Schindler	Psychologist for MAES & SES
Susan Eloranta	Guidance Counselor for MAES & SES
Jill Koenig	District Nurse

## BOARD OF EDUCATION

Dave Fleegel	President
Paul Dixon	Vice President
Jeff Peterson	Treasurer
Cheryl Wibben	Clerk
Brandon Brunner	Member
Barbara Knight	Member
Mark Reuter	Member
DeDe Strama	Member
Mark Temme	Member

## MEDFORD AREA ELEMENTARY STAFF

<p><b>Elementary Principal</b> Dan Miller</p> <p><b>Early Education</b> Amber Fettes (Early Childhood/Sped) Marsha Klingbeil(Pre-K) Angela Harrell (Early Childhood/Pre-K) Brittany Zenner (Pre-K)</p> <p><b>Kindergarten</b> Kris Anderson Carol Couillard Kathy Hackbarth Bob Komanec Stacy Leonard Susan Zenner</p> <p><b>Grade 1</b> Dawn Brandner-Heier Kelsie Drake Cristina Laduron Lindsay Ried Roxane Robida</p> <p><b>Grade 2</b> Amber Athanasiou Carla Brost Diane Nelson Margo Swedlund</p> <p><b>Grade 3</b> Jacque Grunewald Matt Hawley Lisa Jiskra Scott Woller Ashley McCarron</p> <p><b>Grade 4</b> Julee Klemm Brandon Marcis Rachel Mildbrand Sadie Jensen Elizabeth Orth</p>	<p><b>Art</b> Mary Lou Czerniak</p> <p><b>English Language Learners</b> Lucia Albrecht</p> <p><b>Gifted &amp; Talented</b> Jennifer Shipman</p> <p><b>Behavioral/Guidance</b> Sue Eloranta</p> <p><b>Reading/Math/Behavioral Intervention</b> Shelly Crank-Woller -Behavioral Kim Fechhelm -Reading Mary Flihs -Reading Jayne Haenel -Math Amy Wildberg -Reading Specialist</p> <p><b>Librarian</b> Cathy Retzer</p> <p><b>Music</b> Lori Kollmer</p> <p><b>Physical Education</b> Sue Fitzgerald Jason Rappe</p> <p><b>Special Education</b> Sheryl Balciar (Speech/Language Pathologist) Mike Daniels (Physical Therapist) Tasha Daniels (Cross Categorical) Eliza Decker (Speech/Language Pathologist) Annie Schindler (School Psychologist) Sarah Faude (Cross Categorical) Megan Courtney (COTA) Misty Galli (Cross Categorical) Meghan Jansen (Educational Interpreter) Brenda Ann McNary (Cross Categorical) Caroline Radlinger (Occupational Therapist) Kathleen Schumacher (Cross Categorical)</p>
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**MEDFORD AREA ELEMENTARY SCHOOL STAFF**

**Assistants**

Jordyn Anderson  
Kathy Jo Breezee  
Tammy Damm  
Jill Dixon  
Jenn Eckert  
Jeanette Gierl  
Nancy Hemmer  
Nancy Higgins  
Meghan Jansen  
Paula Klemm  
Wendy Plawski  
Kathie Shaw  
Elizabeth Wesle  
Linda Ziembo

**Custodial**

Marty Cipar  
Dave Sova  
Ray Synol  
Becky Wier (Head Custodian)

**Food Service**

Nancy Smith (Taher)  
Kathy Kenyon (Head Cook)

**Intervention/POPS/Volunteer Coordinator**

Cheryl Knoll

**School Nursing Assistant/Home Resource Assistant**

Barb Schultz

**Secretarial**

Pam Leader  
Barb Noeldner

**STETSONVILLE ELEMENTARY STAFF**

<p><b>Elementary Principal</b> Donald Everhard</p> <p><b>Early Education</b> Amanda Langdon (Pre-Kindergarten)</p> <p><b>Kindergarten</b> Peggy Czerniak Lori Nelson</p> <p><b>Grade 1</b> Jeanne Huml</p> <p><b>Grade 2</b> Nicole Buechel Melissa Gehrke</p> <p><b>Grade 3</b> Tammy Ott Lisa Vanusek</p> <p><b>Grade 4</b> Amanda Becker Katie Losiewicz</p> <p><b>Art</b> Mary Lou Czerniak</p> <p><b>English Language Learners</b> Lucia Albrecht</p> <p><b>Gifted and Talented</b> Jenny Shipman</p> <p><b>Guidance</b> Sue Eloranta</p> <p><b>Librarian</b> Cathy Retzer</p>	<p><b>Music</b> Lori Kollmer</p> <p><b>Physical Education</b> Sue Fitzgerald</p> <p><b>Special Education</b> Elizabeth Steward (Cross Categorical) Mike Daniels (Physical Therapist) Ann Jochimsen (Speech/Language Pathologist) Caroline Radlinger (Occupational Therapist) Annie Schindler (Pshychologist)</p> <p><b>Reading/Math Intervention</b> Karen Dallas (Reading) Jayne Haenel (Math)</p> <p><b>Behavioral/Guidance</b> Sue Eloranta (K-4)</p> <p><b>Assistants</b> Marsha Duellman Wendy Fritz Linda Sackmann Sue Smith Lynn Venzke Jenel Waldhart Tammy Lang</p> <p><b>Custodial</b> Kevin Leigl (Head Custodian) Rita Salzman</p> <p><b>Food Service</b> Patricia Nietzel (Head Cook) Amanda Cynor</p> <p><b>School Nurse/Home Resource Assistant</b> Barb Schultz</p> <p><b>Secretary</b> Jerri Suchomel</p>
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## **HEALTH AND REFERRAL ISSUES**

### HEALTH ROOM GUIDELINES

Each year, we have several students at MAES and SES who require specialized health care needs. Barb Kloth is not always in the health room and the SES secretary is very busy. Because of this, we would appreciate it if you could screen the students before sending them to the health room or the SES office. Depending on the health concern, here are a few guidelines to help you determine whether to send a student out of the classroom.

1. If the child complains of a stomach ache or headache, have them sit quietly with their head on the desk for 10 minutes and rest in the classroom. If after this time, they still do not feel or look well, they can go to the health room.
2. Small cuts or scrapes can be washed out by the child in the classroom. If you need bandaids, contact Barb Kloth or the SES secretary.
3. If the child appears flushed or tired, send them to the health room for a temperature check.
4. When possible, please contact Barb Kloth or the SES secretary via phone before sending a child to the health room or the SES office. This will ensure that someone is available when the student arrives.

### **EMERGENCY CARE POLICY**

In case of accidental injury or illness, the school has the responsibility to give immediate attention to the student and to notify the parent or guardian.

1. Emergency care is considered a joint responsibility of all school staff and will be under the direction of the school nurse.
2. The school will provide immediate initial care for the ill or injured child. When further care is necessary a parent or their designee will be notified and requested to assume the care of the child and to provide any transportation necessary. (See Notification of Parents Procedure)
3. Parents will be requested to give the school authorization on the emergency form; to secure medical treatment for their child and the name of an adult who can be contacted if the parent cannot be reached. Students requiring a physician for emergency care will be taken to the nearest medical facility.
4. In life threatening situations, the principal or designee shall call the most immediate

emergency transportation available. The cost of this service will be paid in the following order:

- a. Insurance
- b. Parents
- c. School

## **EMERGENCY CARE PROCEDURES**

General procedures which are to be followed in all emergency situations are:

1. Administer first aid to:
  - a) restore and maintain open airway;
  - b) restore and maintain breathing;
  - c) stop severe bleeding;
  - d) treat for shock;
  - e) treat for life threatening injuries.
2. Inform principal or designated person
3. Contact parents as soon as possible. (See Notification of Parents Procedures)
4. If, in the opinion of school authorities (principal or designee) the illness or injury requires immediate medical attention, an ambulance shall be summoned by the authority or designee.
5. Stay with the student until the parent/guardian or emergency care unit (rescue squad) assumes responsibility.
6. No internal or external medication should be given unless specifically prescribed.
7. The building administrator or his designee shall notify the District Administrator's office as soon as possible in case of serious injury on school property.

## **NOTIFICATION OF PARENT/GUARDIAN PROCEDURE**

The emergency health form should be consulted when notifying parents of an emergency or other health problems.

1. If the parent cannot be reached, call the parent's designee (consult the sheet). If no one can be reached, call the physician.
2. Explain the situation to the parent, designee or family physician. They have the responsibility of deciding what to do, and whether or not to see the child.
3. If the persons whose names are given in the emergency information file cannot be reached and the child is in serious condition making a delay unsafe, the person in authority at the school decides what to do. The child's safety and welfare are given primary consideration, the unknown wishes of parents and legal aspects are secondary.
4. In severe situations, if unable to reach any of the above, call an ambulance and ask them to take the child to the nearest hospital or emergency room. The school administration will designate some responsible member of the staff to accompany the child.



**PROCEDURE FOR SENDING A CHILD HOME FROM SCHOOL**  
**(INJURY, ILLNESS, OR CONTAGIOUS DISEASE)**

Once it has been determined that a student should be returned to his home for health reasons, the parent shall be asked to pick up the child. If the parent or other responsible relative, i.e. grandparent, adult brother or sister, etc. cannot do so, the building administrator and/or authorized person will transport the child home. In no case will a child be sent home if it is an unsupervised home, or if the parents have not been contacted. Students may be taken to a designated home if the parents so direct the school.

**BLOODBORNE PATHOGENS PLAN**

The Medford District's Bloodborne Pathogen Plan has been designed and implemented to eliminate or minimize employee exposure to blood and other potentially infectious body fluids. Universal precautions, such as good personal practices (hand washing, antiseptic hand cleaners), work practice controls (proper disposal of contaminated sharps) and personal protective equipment (disposable gloves, germicidal towelettes, plastic bags, etc.) are available for staff.

The Hepatitis B vaccine is available for employees whose designated job assignment includes the rendering of first aid, or who have occupational exposure to blood or other potentially infectious materials. The Hepatitis B vaccine is available for employees who render first aid only as a collateral duty responding safely to injuries resulting from workplace incidents. Individuals who are offered the vaccine and do not accept it are to complete a declination statement.

## **PRE-REFERRAL PROCESS**

### **Step 1**

Discuss the student's situation with the appropriate person(s). (See chart below.) He/She may be able to share past information about a student, provide resource materials, or help clarify your concerns.

<u>Crank-Woller/Dallas/Fechhelm/ Annie Schindler</u>		<u>Sue Eloranta</u>
<u>Fliehs/Haenel/Wildberg</u>	Special Education concerns	Counseling issues
Reading remediation concerns/testing	Pre-referral process	(Home, peers, etc.)
Math remediation concerns/testing	Learning concerns/testing	Abuse/neglect issues
Resources for instruction	Abuse/neglect issues	Attentions concerns
Materials for tutors/parents	Attention concerns	(ADD/ADHD)
Behavioral Concerns	(ADD/ADHD)	
Check In/Check Out		

### **Step 2**

If there are concerns that cannot be addressed through remediation and further help seems necessary, you can pick up a SOS referral form from Annie, Pam or Jerri. After the SOS referral form has been filled out, return it to Annie Schindler, School Psychologist, and she will schedule a meeting. Do not forget to call the parents and discuss your concerns with them. Annie Schindler may invite the parent(s) to the meeting. SOS referral meetings will be held as needed at MAES and SES.

Depending on the concern, the participants at the SOS referral meeting may include: the referring teacher, school psychologist, guidance counselor, behavioral specialist, reading specialist, Title I teacher, lower elementary regular education teacher or an upper elementary regular education teacher, building administrator, and the parent(s).

At the SOS referral meeting, any special help or interventions that have been provided for the student should be discussed. All regular education programs (tutoring, remediation, counseling, or other at-risk programs) that may help the student should be attempted before a special education referral is made.

Be careful about suggesting or recommending an outside evaluation. It may not be necessary or appropriate until everyone has met to discuss all the issues.

### **Step 3**

After the SOS referral meeting, if it has been decided by the building team that the student may be a child with a disability, the teacher will be given a Special Education Referral form to complete. The referral form should be returned to Annie Schindler.

## **SPECIAL EDUCATION SCREENING AND REFERRAL PROCESS**

Any person aware of a child between the ages of birth through 21 who may be experiencing physical, mental, emotional or learning problems may contact the Director of Special Education at 748-4620, to initiate screening services that will determine if a referral for special education is appropriate. In addition to the Director of Special Education, any teacher or administrator would be able to assist in making a referral.

### **Referral Procedure**

The Medford Area Public School District shall solicit and receive referrals of students with suspected disabilities from all persons who have reasonable cause to believe that such needs exist. Specific state criteria will be adhered to in determining eligibility for specific handicapping conditions. Referrals of suspected children with disabilities shall be made to the Director of Special Education at 715/748-4620.

Special education and related services are provided to children with disabilities who are residents of the Medford Area Public School District, age 3-21 and who have not graduated from high school. Eligibility for special education is determined through an individualized education program team evaluation.

## SPECIAL EDUCATION REFERRAL PROCEDURE

Step 1	Discuss the student's situation with the building guidance counselor or school psychologist. He/She may be able to assist you immediately or help you clarify concerns; in addition, the counselor should know if the student is already obtaining services with which you are not familiar. This typically is taken care of at an SOS meeting.
Step 2	<p>Student support/pod meetings (counselors, psychologists, and interested teachers) are held on a regular basis in each building. The counselors know the time and locations. If, after Step 1, there are still concerns about the student, arrangements should be made with the building counselor to participate in a student support/pod meeting.</p> <p>At the student support/pod meeting, any special help that has been provided for the student should be discussed. All non-EEN programs (tutoring, remediation, special discipline, or other at-risk programs) <u>that may help the student should be attempted before a referral for a special education evaluation is made</u> and documentation and effects of such activities is required.</p>
Step 3	After the alternatives have been exhausted, and it is still felt that the student has a suspected disability, the teacher should contact the parent(s)/guardian (by phone, mail, or personally) documenting the time and date of the contact. The teacher should explain the problem to the parent(s)/guardian and indicate that a referral is to be made. After the parent(s)/guardian has been notified, a referral form should be completed and sent to the district Special Education Director.
Step 4	The Special Education Director will notify the parent(s)/guardian of the receipt of the referral and will request parent(s)/guardian consent for evaluation. If the parent(s)/guardian consents in writing, the evaluation will be conducted and the Director will appoint an individualized education program team (IEPT). Professionals making referrals are expected to participate in the IEPT and provide a written report.
Step 5	The professional making the referral and other members of the IEPT will be sent an invitation to the IEPT meeting. <u>IEPT members are expected to attend unless an emergency arises.</u> If a member cannot make the meeting, he/she should notify the Special Education Director well in advance, and the report should be completed prior to the IEPT and submitted to the IEPT leader.
Step 6	The IEPT meeting will be held to discuss the existing evaluation data, new data and all information pertinent to the suspected disability. This may or may not be accomplished in one meeting. The IEPT is then responsible for determining whether

	the child has a particular category of disability, the present levels of educational performance and the education needs of the child, and whether the child needs special education and related services.
Step 7	If a student is found eligible for special education and related services, the IEPT will develop any Individualized Education Program (IEP) for the student.
Step 8	After the IEP is established and placement has been considered, the Director notifies the parent(s)/guardian for consent. If the parent(s)/guardian consents, the placement is made. Referrals for <u>additional</u> handicapping conditions must follow steps 3-8. It is necessary to obtain written permission to evaluate for any reason while a placement is in effect.

**(Human Services Form)**

**REPORT OF SUSPICION OF CHILD ABUSE**

Reporter's Name:

Date:

Time referral made to Social Services:

Contact person at Social Services:

Identifying Information re: Student:

Name:

Address:

Date of birth:

Sex:

Grade:

Teacher:

School:

Present whereabouts:

Identifying Information re: Parents/Caretaker:

Name:

Address:

Phone:

Reason for referral (Please describe the basis for your suspicion of abuse or neglect):

Response of Taylor County Social Services:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **BOMB THREAT GUIDELINES**

The safety of students and staff is the primary concern of the Medford Area Public School District when a bomb threat has been received or the presence of a potential explosive device is suspected.

Whenever a bomb threat is telephoned directly to a school, the person receiving the call should attempt to connect the caller with the building administrator or his/her designee and at the same time, keep the caller on the line. After the administrator takes the line, the person transferring the call should continue to listen in. If the caller refuses to talk to the building administrator or his/her designee, the person receiving the call should attempt to notify the building administrator and continue with the call, using the "Bomb Threat Interview Form."

If the caller merely calls, delivers the threat, and hangs up, the person receiving the call is to immediately activate a call trace on the line the threat was received and then notify the building administrator and give all information regarding the call to him/her. The person receiving the call should then complete as much of the "Bomb Threat Interview Form" and "Bomb Threat Evaluation Guide" as possible.

Copies of the "Bomb Threat Interview Form" and the "Bomb Threat Evaluation Guide" are to be kept near all phones that may serve as switchboards for incoming calls. All personnel, such as secretaries and receptionists, who handle incoming calls should be trained to respond calmly to a bomb threat and instructed on the above procedures.

The building administrator, or his/her designee, upon completion of the bomb threat call, shall notify the district administrator or his/her designee and the police department. The decision to evacuate the school building as a result of a bomb threat shall be made by the building administrator, if possible, in consultation with the district administrator and law enforcement.

If the bomb threat relates to a building and/or facility and if the building is to be evacuated, the building administrator or his/her designee will determine the best method to be used. Generally, the fire drill procedure will be implemented. School personnel shall accompany their students to designated safety areas away from the school building. Teachers will stay with their students during the entire period that the alert is in progress, unless directed to do otherwise.

While students are evacuated, school personnel should visually scan their respective teaching stations or areas for any unusual or suspicious items. School personnel should not touch anything but should report any discrepancy from the normal setting to the building administrator. It is the responsibility of law enforcement personnel to arrange for and/or conduct any search of

the building in a bomb threat situation. If school employee assistance is requested, it is to be provided on a volunteer basis.

A collective decision by officials of law enforcement and the fire department (*if involved*), the building administrator, and the district administrator shall determine whether to close school and send students home or to re-occupy the building. If the decision is to close school, the assistant district administrator will notify the local radio station to make an announcement alerting parents that the children will be coming home. He/she will also arrange for the school buses to be called and dismissal procedures administered.

If the school building is approved for occupancy, students will be dismissed from the designated safety areas to return to the school building. The school day shall resume.

All media releases shall be issued jointly by school officials and law enforcement.

School time missed shall be made up at the discretion of the Board of Education. Any student found guilty of maliciously or intentionally activating a false alarm or who turns in a bomb threat shall be disciplined according to established policies and procedures.

If the bomb threat relates to a bus or vehicle being used for school purposes, then the district administrator or his/her designee will evaluate the circumstances and based upon that evaluation, make a judgement as to whether or not the bomb threat is credible and how to proceed. When determining how to proceed, the District Administrator or his/her designee shall consider the means of communication with the bus or vehicle, location, evacuation and clearance procedures, involvement of other law enforcement and level of communication with the transportation contractor.



## **HOSTAGE SITUATIONS**

### **Rules**

**When a person has crossed from anger to rage do NOT attempt to control the person or the situations. He/she is in control.**

The level of danger increases if the perpetrator(s):

- came in intentionally to set up an arrest situation
- came in for a specific person
- has a prior history of this type of thing

Something has set them off within the last 12-24 hours - hook into it.

The first 15 seconds are the most dangerous.

The passage of time increases the chance of a peaceful settlement.

The key to getting through is to look at and respond appropriately to the emotions you see.

### **Actions to Take**

Get out if you have the opportunity.

Tell all others present not to take action or intervene.

Buy time any way possible.

Do not try to be in control - you aren't, they are.

Be non-threatening

- Listen
- Calm him/her down if you can
- Speak more and more softly
- Show sincere interest
- Do not say "no" - say "maybe," "I'll work on it," "perhaps"
- Do not turn your back
- Get the following information if you have the opportunity:
  - "Why did you come?"
  - "What caused this action today?"

Get the person talking and empathize with him/her

- Allow him/her to vent.
- Ask simple questions.

Identify his/her emotions.

Try to understand his/her feelings no matter how warped.

Validate and mirror his/her emotions.

- “You seem angry - Why?”
- “I am trying to understand.”
- “Tell me about it.”
- “You sound upset.”

Summarize what he/she says.

- “You feel. . . is that correct?”
- “You feel that. . . “
- ”You are angry because. . . “

Utilize the “Stockholm Syndrome” - it is harder to hurt someone you know.

- Make yourself known to them as a person.
- Get him/her to bond with you.

Be non-threatening.

- Back off
- Physically back up
- Do nothing without first asking permission
- Do not challenge or push
- Watch your body language, expression, etc.
- Have good eye contact.

## **FIRE DRILLS/EMERGENCIES**

1. The major purpose of fire exit drills is to insure the safe evacuation of the building by the orderly use of all available exit facilities. It is of utmost importance that fire drills be carefully organized and properly supervised to assure effective and efficient operation. Generally speaking, the loss of life in school fires has been due to the following: delays in detecting the presence of fire, delays in sounding the alarm, and delays in leaving the building.

2. The school fire exit drill should be highly significant learning experience for students and staff alike, designed to insure safe access from the building in event of fire--or other emergency. It will be strengthened as an educational device if immediately following the drill, group discussion within each class gave emphasis to individual responsibilities in an emergency and the need for cooperation with fire drill regulations.
3. Students and teachers are not panic proof. Knowledge and training to meet emergencies is the best guarantee against panic. To help guard against panic, fire drills will be held without advance notice and specific exits will sometimes be blocked.
4. At any suspicion of fire, teachers and all staff members must act immediately without searching for the building administrator, without waiting for authorization, without seeming to determine the location or seriousness of a fire. (There is no such thing as a "small" fire.)
5. In case of actual fire, the following procedure will be followed:
  1. Sound the alarm--evacuate the building
  2. Notify the fire department
  3. Search for exact location of fire. If feasible, fire extinguishers will be utilized by custodial department or teachers pending arrival of the fire department.
6. If evacuation from a multi-storied building is impossible except by windows, and if evacuation by the fire department is to be awaited, then clothing and other filler must be stuffed around the floor cracks to retard seepage of gas and smoke. Windows should then be opened for ventilation purposes.
7. Pupils will receive instructions regarding fire exit drills on the first day of each school year. If different classes use the room during the day, each class will receive such instruction. Printed instructions should be posted inside the classroom, near the door. Large print is desirable.
8. Although rapid evacuation of the building is important, orderly and controlled movements is even more important.
9. To provide practice and confidence on turning in an alarm, this responsibility will be given to different teachers whenever a drill is to be conducted.

10. Fire exit drills will be made realistic, otherwise the planner may unintentionally contribute to uncertainty, confusion and possible loss of life. They will be held without any advance notice to teachers and pupils, and at irregular times. They will be conducted when pupils are in assembly, hallways, lunchroom, and other special areas as well as when in classrooms. They will provide experience with blocked exits and stairways.
11. In advance of any drill called when students are in assembly, they will be instructed regarding exit lanes and exit procedures. They will evacuate the room in orderly procedure, using designated exit, and each proceed to outside re-assembly areas assigned to the class and await roll call.
12. Drills will provide experience in meeting any possible emergency situation, such as a blocked exit or stairway. This is called an obstructed drill. Neither teachers or students are informed in advance where the obstruction will be encountered. Students must be instructed as to purpose and procedure of the obstructed drill, however, before it is used.
13. The first drill of the year will be accomplished with a minimum of haste to acquaint students with proper procedure. This drill, held on the first or second day of school, will be announced. It will supplement the required once-a-month, unannounced drill. Just as soon as students and staff become familiar with emergency procedures to follow, drills should be called without warning.
14. In anticipation of extreme winter weather which may cause deviation from established procedure, more frequent fire drills will be conducted during the fall months. During an extended period of severe weather conditions, a substitute drill may be used. This drill is announced and outer clothing is worn by all. Regular drill procedures are then carried out. If pupils are wearing extra clothing, just before or after an intermission, the exit drill may be held at that time.
15. Everyone, without exception, will evacuate the building immediately upon the alarm. It should never be countermanded, even though false or a mistake. There must be no stops for wraps or valuables.
16. On the first day of the year, student fire marshals will be appointed in each room to assist the teacher. Duties may include making certain that all have left the room, closing the door, keeping the formation compact, helping incapacitated children, and assistance in the maintenance of strict fire drill discipline. No responsibility should be given at the expense of delaying a marshal's exit, however. Alternates should be trained to compensate for any absences.

17. All students should immediately come to attention when the alarm is sounded. With the teacher holding the door open, the class will march out of the room in brisk orderly manner. After making certain all are out, the teacher will close the door and follow his/her group, taking the class record book or study hall sign out sheet.
18. To assist the teacher in maintaining complete control of his/her class, students must be taught to remain silent during the fire drill exits. In time of emergency, a single remark may cause alarm with resultant confusion, disorder, and injury. Pupils must be able to hear the teacher's instructions when and if needed.
19. In preparing students for the obstructed drill, certain signals must be taught beforehand. Students will be taught to stop the line of movement when the leader raises one arm overhead. Arm pointed to the side indicated direction---right or left. Both arms overhead is the signal to reverse the direction. In heavy smoke conditions where visibility may be poor, pupils will be instructed to keep one hand in contact with the person in front.
20. If the exit signals should occur when they are in the hallways or restrooms, pupils will be instructed to form in file and immediately proceed to the nearest available exit, in a brisk, quiet, orderly fashion. Running will always be prohibited.
21. Search in toilets, dressing rooms, or other areas. This is important. This responsibility is assigned to non-teaching employees where such personnel exists.
22. Students in lavatories will join the nearest line of exit and leave the building, reporting to their own class when they have reached the designated assembly area.
23. Special provision for the evacuation of handicapped children will be made early in the school year. If unable to maintain position in the line, even with assistance, they will be allowed to move independently of the regular line of march.
24. For students who are scantily clad, such as those in Phy. Ed. classes, teachers will be pre-warned. In event of actual fire, students may be permitted to gather some articles of clothing unless danger is imminent. Then, safety takes precedence over modesty or comfort.
25. Designated persons will turn off central ventilation fans, man the fire extinguishers and attempt to locate the fire. Any non-teaching employee not performing protective functions, and visitors are to evacuate the building.
26. Staff will be instructed to turn off all motors/appliances in the kitchen.

27. After evacuation of the building, each class should move to a pre-determined area, away from the danger zone and interference with fire fighters, at least 50 feet from the building, clear of fire hydrants and electric power lines. A definite evacuation area for each class will help prevent panic should there be a fire and anxious parents are attracted to the scene.
28. To assure that all students are accounted for, the roll will be taken when the class reaches its assigned area. A messenger from each class will convey the roll call report to the person so delegated by the building administrator and assigned to a definite station. It is most important that every student be accounted for to prevent necessity for search of the building if actual fire is in progress.
29. Each class should remain at its assigned area--in double file, facing the building--until the recall signal is given to return to the building or when dismissed. Because re-entry can be dangerous, no re-entry will be permitted until the re-entry signal has sounded.
30. Upon return to the classroom following a drill, teacher and class will discuss the good and bad features of the drill and plan for improvement of future drills.
31. Procedure to follow if fire alarm is set off during lunch:
  - a. If you are in your room either alone or with students, please proceed to your fire alarm destination.
  - b. If you are at lunch but not on duty, please assist the inside lunchroom supervisors in getting students out the designated doors. When you are outside, please patrol by the edge of the blacktop to make sure the students are orderly.
  - c. If you are on inside lunch duty, follow the emergency quick reference maps found in your school's cafeteria area.
  - d. If you're on outside lunch duty, please have students line up by the edge of the blacktop so order can be maintained during the fire alarm. Please report to the office any students who are uncooperative during the fire drill.

NOTE: Please check the Staff Safety Response Guide "Quick Reference" manual or the Fire Drill map located in each room.

## **PROCEDURE FOR CLOSING SCHOOLS DUE TO BAD WEATHER OR OTHER EMERGENCY**

### **Staff**

The Medford Area Schools will close, start late or release early if conditions make it unsafe for students. Please turn your radio to WIGM (1490 AM)/WKEB (99.3 FM) for the latest school closing information.

#### **A. Procedures for All Staff When School is not Held for Students for an Entire Day**

1. The first two inclement weather days will not be made up by *certified* staff. All other days will be made up by *certified* staff at the end of the school year.
2. Only secretaries and custodians are expected to report to work.
3. All other employees are not required to report to work.
4. In the event school is call of “ALL” after school sponsored events, including the Community Learning Centers, may be canceled.

#### **B. Procedures for All Staff When the School Day has a Delayed Start**

1. All secretaries, cooks, and custodians will work regular hours, unless granted approval by the building principal or supervisor. Employees should notify the building principal or supervisor if they are going to be late.
2. All other employees are to report to work at a later time, equivalent to the number of hours school is delayed unless granted approval by the building principal or supervisor. Please sign in at the central office upon your arrival at work, whether it be your regular or delayed start time.
3. Community Learning Centers will not be open in the morning.
4. Breakfast will not be served.

#### **C. Procedures for All Staff When School is Closed After Students and Employees Have Begun the School Day - Early Departure**

6. Professional staff will stay until regular dismissal time unless conditions warrant an earlier departure. The principal will notify professional staff if the dismissal is to be earlier than the regular time. Professional staff members that feel that conditions are so severe they need to leave earlier must seek approval from the building principal or supervisor.
7. All secretaries, cooks, and custodians will work regular hours, unless granted approval by the building principal or supervisor.

8. All other employees shall depart when the students are dismissed unless granted approval by the building principal or supervisor. Employees must sign out of the central office if you leave prior to your normal departure time.
9. “All” after school activities may be canceled, including the Community Learning Centers.

Note: Reminder to all support staff that timesheets need to reflect your actual time worked.

**Radio Stations Contacted When School is Not Held**

WKEB	-	FM	99.3	Medford
WAXX	-	FM	104.5	Eau Claire
WIFC	-	FM	95.5	Wausau
WWIB	-	FM	103.7	Chippewa Falls
TV Channels	-		7, 9, & 13	



## **SEVERE WEATHER PLAN**

The following plan is established so that we might be better prepared in case of severe weather in our area. The chances for severe weather in our area are significant enough so that we must prepare and train our school population to "be prepared". This preparation should offer some degree of insurance that we can control our chances for safety in the event of severe weather. We will do all that we can to combat confusion during such times. The first rule that must be complied with is "no talking". Each room has a particular severe weather station to go to. When the warning is announced, we will proceed immediately, without question to these stations and remain there quietly until an all clear announcement is given.

If the warning comes during the evening, we should follow the same plan. Staff members should unlock doors and remain in the assigned area to keep order. Evening visitors should be ushered to the same assigned areas of safety if they are present during such a warning.

Once students and staff are in assigned area, all teachers will take roll call for their particular groups to assure that all children are accounted for. A staff member will check with each group and report to the building administrator.

### **GUIDE LINES FOR SEVERE WEATHER PROCEDURE**

1. After notification of severe weather warning, SILENCE MUST BE MAINTAINED AT ALL TIMES to insure procedures are completed on time.
2. Teachers will release their students from the room so that they may take their safety stations.
3. Teachers will be the last to leave the classroom. Before leaving the classroom, the teacher will take their class roster.
4. Everyone will assume their safety position facing the nearest wall.
5. The building administrator will listen to the office radio and report the weather changes to the other staff members over the intercom.
6. If your class is in the I.M.C. during severe weather, please exit to your usual assigned drill location. If this is not feasible (safe), please have the students go into the I.M.C. workroom area and assume their safety position facing the nearest wall.

NOTE: Please check the Severe Weather Drill map located in each room.

# GENERAL PROCEDURE AND TEACHER INFORMATION

## CLASSROOM ORGANIZATION

### ACCIDENT REPORTS:

In case of accidents to students, the teacher on duty in the immediate vicinity will fill in an appropriate accident report form and turn it in to the person in charge. These reports should be filled out and turned in immediately to assure the student and his parents proper coverage under the insurance plan.

### ADMINISTRATIVE REQUESTS:

All administrative requests and reports will be expected in the elementary office on or before the assigned due date. Due dates will be announced long in advance for all reports through weekly bulletins and announcements.

All requests and reports should either be typewritten or handwritten clearly.

### ANNOUNCEMENTS:

General announcements will be given over the public address system for those within this facility. Only those announcements approved by the principal will be read. All general announcements will be made at the beginning and end of the school day.

### ATTENDANCE RECORDS:

Each teacher will keep an accurate account of each student's attendance. This information will be available for quarterly reporting and the annual district attendance audit. A student will be considered to have completed a full day of attendance if they arrive before 9:30 a.m. (SES) and 10:00 a.m. (MAES) and leave after 1:30 p.m. (SES) and 2:00 p.m. (MAES).

### AUDIO-VISUAL AIDS:

All A-V equipment must be properly used and maintained at all times. When an item of A-V equipment needs repair, please contact the building librarian. No A-V material or equipment is to be taken out of the school without the direct consent of the building administrator. Any video cassettes or films that are not already purchased and assigned to our Media Centers must be approved by the building administrator prior to any classroom usage. The showing of films or

videos must be curriculum drawn.

We must comply with current copyright laws which apply to showing videos.

#### BREAKFAST AND LUNCH INFORMATION:

At the beginning of the school day, upon taking roll call, the teacher will be required to take a computerized lunch count and collect all breakfast/lunch monies.

Breakfast and lunch money notices will be sent to each room as needed to be distributed to the students and sent home to the parents. Each building administrator will be responsible for their own breakfast and lunch notices to be sent home.

#### BUILDING USAGE:

All teachers and any other staff members are to have free access to the building and any other district property for preparation of school related activities. It is to be understood that a staff member who uses the school facility for this purpose assumes responsibility for the facility and its contents.

Staff members are discouraged from using school facilities in the evening or on weekends for personal use. All staff members should exercise good judgement as to what is reasonable emergency use of the facilities in the evening.

Any student group using the building after school hours, in the evening, or on weekends should be under the direct supervision of a staff member. Weekend use must receive prior approval by the building administrator.

Wednesday night has been designated by the district as "church night" and therefore no school activities may be scheduled after 6:00 p.m. on any Wednesday evening. When scheduling activities, each teacher should consult the activity calendar in the building administrator's office to make sure that it does not interfere with an activity already scheduled.

#### CHANGING CLASSES:

All students will remain in their respective classrooms. No student may be transferred among teachers without contacting the building administrator and following Board of Education policy.

#### DISCIPLINE:

All teachers are responsible for the discipline and orderly decor of their particular classroom and areas of extra duty. In the same token, every teacher will take it upon themselves to discipline and make corrections anywhere in the building or on the school grounds where children are behaving in such a manner that imposes an imminent danger or is in violation of rules set forth by the administration.

DUTY ROSTERS:

Teachers may be assigned specific weekly lunchroom and playground duties. It will be the responsibility of the teacher on duty to assure the appropriate discipline and organization of the duties of which he or she is in charge. Promptness is very important.

FAILURE NOTICES:

By the end of the sixth week of each quarter, all teachers who have students in their classes who are in danger of failing any subjects, will notify the building administrator and inform him of the particular situation.

Parents will be notified of failure at this time by an interview request by the teacher. Keeping a parent informed early brings about better cooperation than having the child bring home a poor grade on his report card without the parents knowing the child was in danger of failing.

FIELD TRIPS:

We always encourage parents to serve as chaperones on our field trips. Because we usually receive many offers to volunteer, the chaperones are selected on a "first come, first serve" basis and all chaperones must meet the volunteer criteria and fill out the volunteer application. If you foresee a problem arising out of this policy, please consult with the building administrator.

GRADING SCALE:

MAES and SES grading criteria for grades K-4. This grading system was approved by the Medford BOE in the fall of 2006.

<b>E</b>	Exceeding Benchmark
<b>B</b>	Benchmark Achieved
<b>I</b>	Not quite reaching benchmark
<b>N</b>	Needs Improvement

INTERNET USAGE:

Internet and e-mail communications are public and not private in nature and the district reserves the right to monitor and access an employee's content.

INVOICES/PACKING LISTS:

Each teacher receiving materials etc. should check off materials received on the packing list/invoices and turn them in to the elementary office or person in charge of payment.

### LETTERS AND SPECIAL PARENT CONFERENCES:

If for some reason, attendance, discipline, academic problems, you wish to request a conference with a particular student's parents please notify the principal prior to the mailing of the request. Also, copies of all letters sent to parents must be given to the building administrator.

### MAILBOXES:

Please check your mailboxes at the beginning and the end of each school day and during your lunch break to ensure timeliness of messages, mail, etc.

### MAKE-UP WORK:

Sufficient make-up work is to be assigned each student after absence from school. If each teacher strictly enforced the making up of work missed, the absence rate in some classes would be considerably lowered. If parents request make-up work before noon, it must be ready for pick-up by dismissal time of the same day. Always encourage parents taking their child on family trips during the school year to complete schoolwork before they go.

### PLEDGE OF ALLEGIANCE

The state of Wisconsin and Medford Area School District have adopted an accepted practice of reciting the Pledge of Allegiance each day. Students who prefer not to participate may sit quietly in their seat. An official United States flag must be displayed properly in each classroom. Please see the head custodian if you need a new flag.

### SCHOOL NURSE:

Requests to have the school nurse check a student's particular problem should be written out and left in her mailbox. In cases of emergency, the nurse will be notified immediately. For both schools: call the Medford Area High School (748-5951) and the message will be relayed to the nurse. If any child receives medical attention at the Medford Clinic, hospital or dental office, the principal should be notified immediately.

### SECURITY SYSTEM

The building is equipped with a security system which is activated or deactivated by entering a code in a keypad by the east and southeast doors. Please review the security system procedures before entering the building on weekends or after 6:00 p.m. (SES) and 10:00 p.m. (MAES) on a week night.

### SPECIAL CLASSES:

Art, music and physical education classes are to start and finish on schedule. Always have your students ready on time. Classroom teachers are to pick up and return all students assigned to their classes.

### STAFF MEETINGS:

Staff meetings are required and you are expected to be there unless previous arrangements have been made with the building administrator.

### STUDENT ABSENCE:

Please refer to Attendance Truancy Policy (in "Student Issues" section).

### STUDENT EMERGENCY SHEETS:

At the end of the first week of school each teacher will turn in to the person in charge, a student information sheet listing the pupil's name, parent's name, address and phone number. This will aid us in obtaining the necessary information for our office files in cases of emergency.

### STUDENT PASSES:

Whenever a student is required to leave the school building or grounds, he must first receive permission and sign out. Students will not be allowed to leave unless there is a written permit or a phone request from a parent or guardian.

### STUDENT REPORT CARDS:

A copy must be made and placed in the student's cumulative file at the end of the school year.

### TEACHER ABSENCE:

When a teacher absence is necessary, please call the Elementary Supervisor no later than 6:30 a.m. No teacher is to hire or procure his/her own substitute.

In order to help the substitute, each teacher is required to have: 1.) a seating chart listing all students in the class, and 2.) lesson plans available to direct that day's assignments.

If reference to personal leave, all teachers should first refer to the agreements and stipulations written into the master contract before contacting the building administrator.

TEXTBOOK INVENTORY:

Each teacher is responsible for storing the textbooks in their classroom. Also, it is the classroom teacher's responsibility to notify the office of additional textbook needs.

TRANSPORTATION REQUESTS:

Any teacher requesting to take a field trip or other related classroom activity which requires transportation, must fill out a transportation request sheet and turn it in to the elementary office. No plans should be made until the form has been returned or verbal approval given by the administrator. Upon approval, the field trip information must be turned in to the office. Copies of all student emergency forms shall be provided to the bus driver and a copy maintained by the teacher for the students who are traveling outside the district. An accurate attendance list of those present for the field trip shall be left in the office prior to departure.

## GENERAL STUDENT ISSUES

### DISCIPLINE

The most effective type of discipline: If teachers plan classes for students that are interesting - as well as educational, many disciplinary problems will not occur. One of the following factors is usually lacking when children become discipline problems:

- a. Preparation
- b. Organization
- c. New Materials
- d. Motivation
- e. Confidence

If strict standards are set at the beginning of the year, it will be easier to maintain these standards throughout the year. Standards are hard to impose at mid-year or at the end of the year and expect students to change to them. Students do not appreciate or respect a teacher who does not have control of his/her classroom.

"It is rarely necessary to discipline an entire room. Under no circumstances should this happen because of misdemeanors of a few children."

The form of discipline should be appropriate to the act and the child involved at all times. Each teacher should build a "ladder of drastics" to follow when disciplining children. It should range in severity from a stern look or a silent wait for quietness to a parent conference or isolation from the classroom. Disciplining one child in front of his class is not a good technique to use in the first offense. It is better to take the student aside and talk to him alone. Persisting behavioral problems must be reported to the building administrator.

When a student begins to develop behavior problems requiring disciplinary action, a search for the cause should also begin. (1) Teachers should make sure vision, hearing and general health is good. (2) Check all previous test scores for this student and previous conference notes by other teachers. Gather all information available. (3) Consult with the school psychologist and the building administrator for additional guidance.

A follow-up on each case should be completed which should include a parent-student conference with recommendations for both if necessary to help the student improve his work. No case study of this nature should be left without a follow-up or recommendations and it becomes a teacher's duty to see that the case is completed.



If you have a problem with a student you feel you cannot handle, please report it to your building administrator. We will be very happy to assist you. Do not sit on a problem until it becomes severe. Good communication will help all of us. Corporal punishment must never be used to discipline students in the Medford Area Public Schools.

**P**ositive

**B**ehavioral

**I**ntervention

**S**upports

**R**espect/**R**esponsibility/**S**afety/**F**un

*Enhancing the capacity of schools and families to develop and sustain the use of Positive Behavioral Intervention and Support with all children.*

**Medford and Stetsonville  
Elementary Schools**

### ***What is PBIS?***

PBIS is a framework for providing a continuum of evidence-based behavioral practices for improving academic and behavioral outcomes for all students. The focus of PBIS is to create positive learning environments that teach and reinforce positive social development, and to decrease the number, intensity, and severity of challenging behaviors. The effectiveness of PBIS has been demonstrated in school and home settings, and across age levels.

### **Guiding Principles of PBIS**

Academic achievement and behavioral competence are the results of school personnel and families working together to provide a continuum of support which includes:

1. School-wide interventions for all learners (Universal/Tier I)
2. Specialized interventions for learners who are at risk for academic or social failure due to behavior challenges (Targeted/Tier II)
3. Individual interventions for students with intense/chronic behavior challenges (Intensive/Tier III).

## **RAIDER PRIDE**

Expectations for students' behavior are defined on a school-wide behavior matrix and are posted school wide on shields.

Appropriate student behavior is taught and re-taught as needed.

Positive student behaviors are acknowledged by earning individual shields.

School wide celebrations are earned when the large shield is filled with individual shields. This enhances students' sense of belonging to our school community.

Discipline is implemented consistently using O.D.R.s (Office Discipline Referrals)

Each student at MAES/SES makes a difference. Student behavior is monitored by everyone in the school community.



## **What kinds of outcomes result from PBIS?**

Data gathered in schools from across the country have reported significant positive outcomes, including:

Reduced Office Discipline Referrals.

Decreased use of reactive, punishment-based consequences, including suspension.  
More time spent on academic instruction, less time spent addressing misbehavior.

Efficient and effective use of limited resources.

Improved school climate.

## **How Parents Can Help With Positive Behavioral Interventions & Supports (PBIS)**

Here are a few suggestions for how you can support PBIS at home.

Talk to your child about their school day including questions about what they learned and if they had a good day.

Ask your child about PBIS. Ask them if they or their class has received shields.

Let your child's teacher know if any changes occur that might affect behavior at school.

When talking with your child, focus on the positive. Try to praise your child for the things they do well.

Surround your child with positive role models

### **PBIS Leadership Team at MAES/SES**

Each school has a PBIS leadership team that is dedicated and represents a group of teachers, support staff, and administration that meets regularly to address and to analyze implementation and fidelity of the PBIS approach within our school community.

PBIS Coordinator: Joseph Greget

SWIS Coordinator: Dan Miller

External Coach: Don Everhard

Internal Coaches: MAES -Richelle Crank-Woller  
SES -Sue Eloranta

**Working together we are better!**



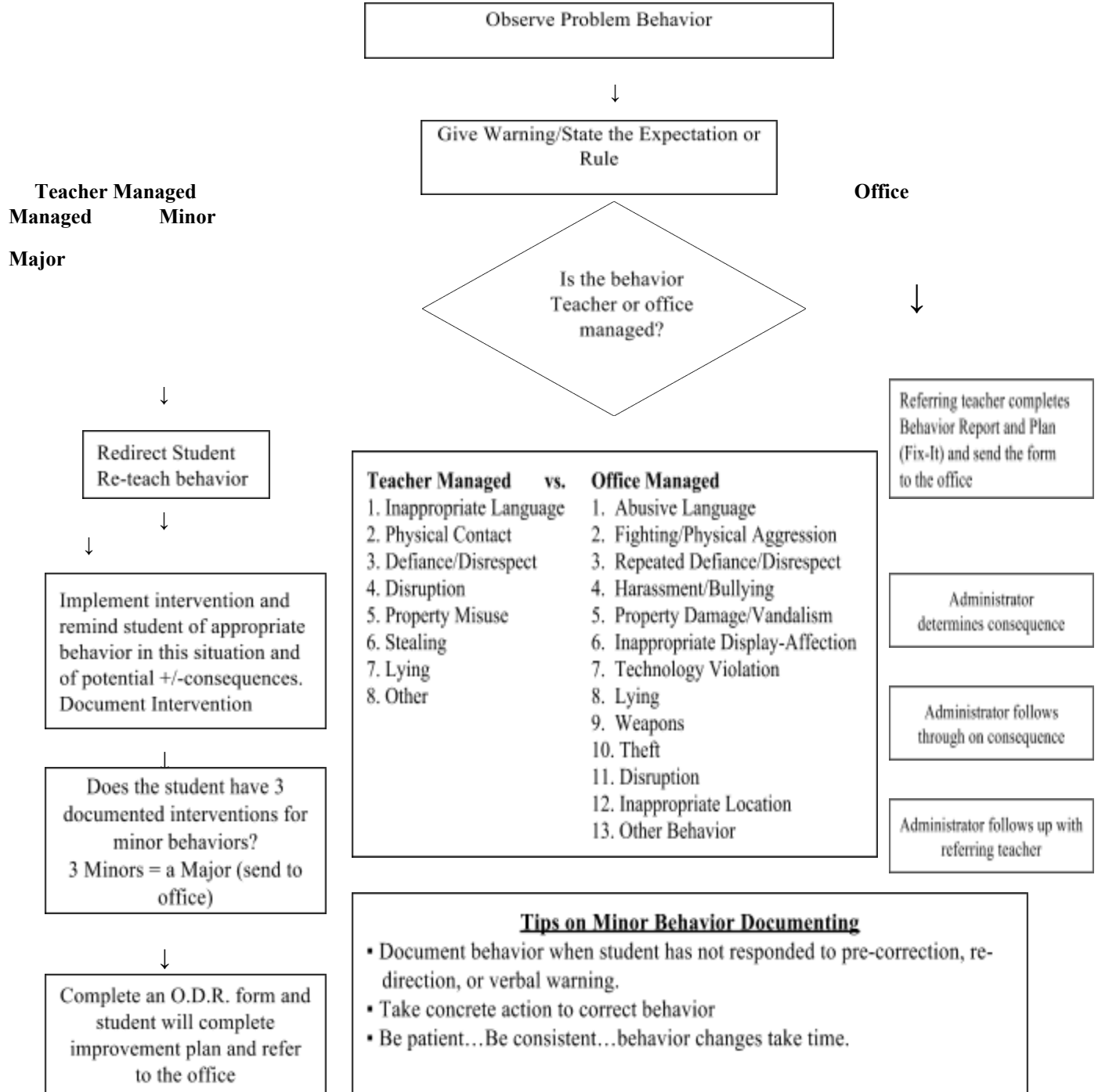
# Medford/Stetsonville Elementary

## Behavior Matrix Settings

	All Settings & Community	Hallways	Cafeteria	Playground	Bathroom	Bus	Crosswalk	Classroom
<b>Respect</b>	Listen to others and make good choices	Use inside voice	Use inside voice  Be polite and use good manners	Listen to adultson duty	Quietly wait your turn  Give others privacy	Listen to the driver  Use inside voice	Listen to adults	Follow classroom teacher expectations
<b>Responsibility</b>	Be prepared  Do your work	Hands and objects to self	Clean up your area	Check weather signs and dress as needed  Pick up equipment  Line up when whistle blows	Use toilet, sink and paper towel correctly	Keep hands and feet to self	Stay in marked areas	Follow classroom teacher expectations
<b>Safety</b>	Keep hands and feet to self  Follow Safety Rules	Walk and watch where you are going	Wash hands before eating  Walk care-fully with your tray  Walk quietly to class when bell rings	Get help from an adult when needed  Use equipment as intended and play by the rules	Go to bathroom  Wash hands  Exit	Stay in your seat until bus has stopped  Wait for bus in marked areas	Look both ways then cross	Follow classroom teacher expectations
<b>Fun</b>	Greet one another  Be courteous	Smile Be helpful	Include others in conversation	Take turns, share and include others	Take care of self	Visit quietly with neighbor	Visit quietly with neighbor	Participate

# Medford/Stetsonville Elementary Schools

## Behavior Decision Flowchart



## T-Chart of Behavior

Minor Problem	Definition	Major Problem	Definition
1. Inappropriate Language	Student engages in low-intensity instance of inappropriate language,	1. Abusive Language	Student delivers verbal messages that includes swearing or using language in a threatening manner.
2. Physical Contact	name calling or use of words in an inappropriate way.	2. Fighting/ Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
3. Defiance/ Disrespect	Student engages in non-serious, but inappropriate physical contact.	3. Defiance/ Disrespect	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.
4. Disruption		3. Defiance/ Disrespect	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
5. Property Misuse		Non-Compliance	
6. Stealing	Student engages in brief or low-intensity failure to respond to adult requests.	4. Harassment/ Bullying	Student participates in an activity that results in destruction or disfigurement or property.
7. Lying		5. Property Damage/ Vandalism	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual.
8. Other	Student engages in low-intensity, but inappropriate disruption.	6. Inappropriate Display of Affection	Student engages in inappropriate (as defines by school) use of music/video players, camera, and/or computer.
	Student engages in low-intensity misuse of property.	7. Technology/ Violation	Student intentionally delivers message that is untrue about serious situations (ex. inappropriate touching, physical abuse, etc.)
	Student is in possession of someone else's property (ex. pencil, eraser)	8. Lying	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.
	Lying to avoid consequences or to blame others.	9. Weapons	Student in possession of, having passed on, or being responsible for removing someone else's property.
	Student engages in any other minor problem behaviors that do not fall within the above categories.	10. Theft (Forge/Theft)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
		11. Disruption	Student is in an area that is outside of school boundaries (as defined by school).
		12. Inappropriate Location	Student engages in problem behavior not listed.

		13. Other Behavior	
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# Medford/Stetsonville School Office Discipline Referral Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ (in 15 minute intervals) Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Referring Staff: \_\_\_\_\_ IEP: yes or no

### Location (choose one)

- |                                     |  |                                   |
|-------------------------------------|--|-----------------------------------|
| <input type="checkbox"/> Classroom  | <input type="checkbox"/> Bathroom        | <input type="checkbox"/> Art      |
| <input type="checkbox"/> Playground | <input type="checkbox"/> Gym             | <input type="checkbox"/> Computer |
| <input type="checkbox"/> Commons    | <input type="checkbox"/> Library         | <input type="checkbox"/> Music    |
| <input type="checkbox"/> Hallway    | <input type="checkbox"/> Busing          | <input type="checkbox"/> Other    |
| <input type="checkbox"/> Cafeteria  | <input type="checkbox"/> Stadium (Media) | <input type="checkbox"/> Unknown  |

### Minor Behavior or Major Behavior (only choose one minor or one major)

Minor Behavior

Major Behavior

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Inappropriate Language      | <input type="checkbox"/> Abusive/Inappropriate Language | <input type="checkbox"/> Disruption                |
| <input type="checkbox"/> Physical contact/aggression | <input type="checkbox"/> Physical aggression            | <input type="checkbox"/> Property damage/Vandalism |
| <input type="checkbox"/> Disrespect/Non-compliance   | <input type="checkbox"/> Defiance/Disrespect            | <input type="checkbox"/> Forgery/Theft             |
| <input type="checkbox"/> Disruption                  | <input type="checkbox"/> Lying/Cheating                 | <input type="checkbox"/> Inappropriate location    |
| <input type="checkbox"/> Property misuse             | <input type="checkbox"/> Harassment/Bullying            | <input type="checkbox"/> Other behavior            |
| <input type="checkbox"/> Other                       | <input type="checkbox"/> Fighting                       |  |
| <input type="checkbox"/> Unknown                     |   |  |

### Possible Motivation (must choose one)

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Obtain peer attention   | <input type="checkbox"/> Avoid tasks/activities | <input type="checkbox"/> Other motivation   |
| <input type="checkbox"/> Obtain adult attention  | <input type="checkbox"/> Avoid peer(s)          | <input type="checkbox"/> Unknown motivation |
| <input type="checkbox"/> Obtain items/activities | <input type="checkbox"/> Avoid adult            |   |

### Other Involved in Incident (only choose one)

- None     Peers     Staff     Teacher     Substitute     Unknown     Other

### Administrative/Teacher Decision (choose one)

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Time in office          | <input type="checkbox"/> Time Out/Detention         | <input type="checkbox"/> In-School Suspension (    hrs)     |
| <input type="checkbox"/> Loss of Privileges      | <input type="checkbox"/> Restitution                | <input type="checkbox"/> Out-of-School Suspension (    hrs) |
| <input type="checkbox"/> Conference with Student | <input type="checkbox"/> Community Service          | <input type="checkbox"/> Other Admin Decision               |
| <input type="checkbox"/> Parent contact          | <input type="checkbox"/> Individualized instruction | <input type="checkbox"/> Unknown Admin Decision             |

### Brief explanation (50 words or less)


Note: All minors are filed with classroom teacher.

Revised: 10.4.11, Revised: 10.4.11, revised: 1.18.11



## **STUDENT CONDUCT AT SCHOOL EVENTS**

Elementary students and teachers are welcome to attend any or all sports events sponsored by the Medford middle school and senior high schools. Students should be encouraged to attend and support their teams.

Teachers should caution their students about behavior at these events. They represent their school at these events and their behavior will be noted by others in attendance. Booing, excessive screaming, racing up and down bleachers are examples of poor conduct. The purpose of their attendance is to observe the athletic event. Poor behavior will be dealt with in the strictest manner in accordance with the offense.

Students' attendance at assemblies and programs during the day will be considered as school classes and the teachers will supervise their classes accordingly.

## **SUGGESTED RULES FOR FIELD TRIPS FOR STUDENTS**

1. Be at school by the starting time set by the teacher.
2. Follow the rules for seating arrangements or set numbers you are assigned to.
3. Require appropriate dress.
4. Do not bring radios, comic books, games, magazines, etc., unless you have the permission of your teacher.
5. Bring cameras at your own risk.
6. If you are to bring a lunch, have it conveniently packed so that it may be placed on the rack in the bus. Liquids should be put into containers that do not leak, spill or break. No glass containers.
7. There will be no unscheduled stops on the way or on the return trip, other than for meals or bathroom breaks.
8. Items such as rubber bands, knives, pins, etc., that may cause accidents or inflict injury will not be taken along on the trip.
9. No whistles or noisemakers will be taken on the bus.

10. All pupils are responsible for being at the appointed places at designated times. Please regard the "buddy system".
11. No eating or drinking beverages on the bus unless given permission by the teacher.
12. The amount of money that you take along should be reasonable. Discuss this with your parents and your teacher.
13. No standing up in the bus while it is in operation. You are not allowed to put your arms or head out of the windows.
14. No pets allowed on the bus.
15. All pupils are to be in the immediate vicinity of their bus immediately after lunch.
16. Take care of your bathroom needs before boarding the bus for the return trip.
17. Stay away from bodies of water, unless accompanied by your teacher or a chaperone.
18. Stay with the group and within sight of the teacher.
19. Your conduct on this trip will help to determine the continuation of future trips. Remember, your behavior is reflective of our school district.

### **HOLIDAY PARTY AND PROGRAM POLICY**

All special days should be given proper recognition. We recognize three classroom holiday/special day parties: Halloween, Christmas and Valentines Day. Programs may be planned but should not exceed 1 ½ hours. Prices for exchange of gifts should not exceed \$5.00. Birthday parties are important as well. Teachers use discretion concerning the types of treats students bring in.

Christmas and Easter celebrations are an integral part of our community's religious programs and are not a major objective of the public school. However, Christmas programs or any other holiday program may be celebrated by promoting our own grade level objectives. They should increase students' abilities in vocal training, in the history of the holiday, or to the knowledge of its contribution to our society

Classrooms may decorate their rooms as they wish for holiday seasons. All decorations must be taken down before school closes for that recess or when the holiday is over. Any electrical lights

or displays of lights are never to be left burning in the classroom when teachers are out of the classroom.

Special days and weeks deserving recognition are:

September	Labor Day Mildred Fish Harnack Day U.S. Constitution Day Wisconsin Day POW-MIA Recognition Day Frances Willard Day
October	Leif Erickson Day Christopher Columbus Day Halloween
November	Veterans Day Thanksgiving
December	Christmas
January	New Years Day
February	Martin Luther King Jr. Day Abraham Lincoln's Birthday Valentine's Day Susan B. Anthony Day George Washington's Birthday
March	Casimir Pulaski Day St. Patrick's Day "The Great Hunger" in Ireland
April	Prisoners of War Remembrance Day American's Creed Day Patriot's Day Environmental Awareness Day Arbor Day Easter
May	Memorial Day
June	Robert La Follette Sr. Day

## **OPEN HOUSE AND PARENT TEACHER CONFERENCES**

The Medford Area Public Schools believe that an open house and student conferences are important. Conferences must be scheduled by the teacher after correlating these conferences with the other staff members of children from the same family. Appointments will be made with the standard form for allowing the parent to respond to the time they are scheduled. Open House

and conference dates are set through the master agreement. These dates can be found on the school year calendar.

1. Parent conferences will be scheduled for all parents of children in grades EE-4. Ten to fifteen minutes should be allowed for each conference, but they may vary as to the amount of time needed for the individual child.
2. Conference sheets will be distributed for each student. The teacher should prepare for the child's conference by being ready to report on the child's academic achievement, social, emotional progress and his/her physical health; along with this the teacher should be prepared to suggest ways parents can improve the overall situation for the child.
3. If you anticipate a problem and want the principal involved, please request this in advance of scheduling the conference.
4. Fill out appropriate form for record of conference.

## **PROFESSIONAL ATTITUDE**

### **A. THE TEACHER**

Too much emphasis cannot be placed upon the importance of the professional attitude of the teacher. This includes faith in the worth, dignity and potentialities of boys and girls, a truth-seeking attitude toward the problems of education, and an awareness of the great importance and significance of the work of the teacher.

Teachers should take the utmost care in personal appearance. They should be careful in their speech pattern at all times. They should conduct themselves within as well as out of school in such a way that criticism will not be brought upon them or the profession.

Teachers should use extreme caution in talking by telephone or in public places, such as restaurants, particular about children or co-workers. It lessens the confidence of the general public in teachers to overhear information which should be released only professionally.

### **B. THE STUDENT**

Pupils are the teachers' most important public. To every pupil and his parent, school means the teacher, and good will or criticism for the school largely depends upon the teacher. Granted that judgement of their teachers by boys and girls may be immature and possibly wrong - nevertheless, what the pupil thinks of the teacher, the home usually thinks of the school.

Pupils need to feel that teachers are their friends and counselors. Kindness, firmness, fair-mindedness, willingness to understand the other fellow's point of view, cooperation, courtesy, respect for the rights of others, a tendency to give more praise than censure - are all the qualities necessary to good teacher-pupil relations.

C. THE PARENT

The teacher should in every way attempt to establish an honest, friendly relationship with the parents of his pupils, and should encourage school visitation by the parents. He/She should be ethical, professional and considerate when conferring with parents about their children. In fairness to other children, he/she should request parents to make appointments for conferences at a time when classes are not in session. Professional rapport through the child between parents and teachers is essential to a sound public relations program.

D. THE COMMUNITY

Support of the schools depends largely upon public understanding. Teachers are key persons in public relations not only by force or number, but also by frequency of contact with the public, directly and indirectly. Since teachers affect the attitude of the public toward the schools more than any other group, their responsibility for forming and enlightening the public of school happenings and reasoning is of critical importance. Our impact as educators is often not realized.

## **SUBSTITUTE TEACHER POLICY**

### **PREPARATION EXPECTED OF REGULAR TEACHER FOR THE ARRIVAL OF THE SUBSTITUTE (if possible)**

1. Advance notification whenever possible
2. Text, teacher's manual and lesson plans on teacher's desk
3. Seating arrangement chart (for each class)
4. Information about individual pupils or groups that will be needed by the substitute teacher to complete the lesson
5. Names of any assistants or helpers (pupil or teacher, teacher's assistant)
6. Advance preparation expected of the students

7. Clear indication of art, music and phy. ed. times/ also clear indication of duties and recess and lunch times

#### EXPECTATION OF SUBSTITUTE TEACHER FOR THE REGULAR TEACHER

1. Report of what we did (other than what the plan called for in each class)
2. Report of what was planned for the following day
3. A brief report of any incident or happening that the regular teacher should know

#### **SWITCHING SPECIALS**

After experiencing some problems with teacher requests to switch their Art, Music, or Physical Education classes because of field trips and the like, the specialists feel that there is a need to communicate and clarify their position about the situation.

They accommodate classroom teachers many times throughout the year and are pleased to do so. However, there are some occasions when it is very difficult to do so.

Below, the specialists have listed a number of situations in which they truly need your cooperation and understanding:

1. specialists will switch classes (preferably within the grade level.)
2. specialists need a week's notice of a class switch.
3. specialists will not switch classes for all-school events or all-grade events.
4. in the event of interrupted classes, classes will meet when 15 or more minutes of class time remain.
5. please ask the specialist first before making arrangements for a switch.
6. All changes will be cleared through the building administrator.

Following these guidelines may help the specialists to better serve our students.

## **TEACHER ABSENCES**

Twelve days of sick leave will be allowed per teacher. This leave may be used only for personal sickness. Absences for any other reason other than sickness must be submitted on district request forms which include such things as Emergency/Personal Leave and Illness in the Family. In case of illness, teachers should call Dan Miller at 748-2520 before 6:30 a.m. Lesson plans must be available in your room, open, and on your desk.

## **TEACHER LESSON PLANS**

Lesson plans should be organized around the following criteria:

- a. Objectives for the lesson, stated in terms of behavior change desired as an outcome of the lesson.
- b. Method of presenting the lesson.
- c. Materials needed to accomplish this.
- d. Evaluation of the lesson.
- e. State standards as listed for the core subject areas.

## **TEACHER ATTENDANCE REPORTS**

It is very important that all children who have attended school from ½ day to the entire year be included in the computer attendance program. Accuracy in this reporting is paramount. State reports and perfect attendance are based on your accuracy.

## **YEAR END REPORTS**

The Enrollment Statistics Report of Attendance must be filled out and turned in to the office on check-out day. These must be accurate as they are audited by the D.P.I. during the summer. The attendance figures must be the same as those computed in the computer attendance program.

**Checkout SHEET (Please mark off each completed task)**

Homeroom Teachers, Specials, and Paraprofessionals	
	Keys/Pepper spray must be recorded in the key log. (If you don't want your keys or pepper spray over the summer you may turn them in on the last day of school.)
	All lunch accounts must be paid so there are no negative balances.
	Clear all bulletin boards. Store all maps, charts, books and supplies in cabinets only. Leave no chalk in chalk trays.
	List of room repairs clipped on classroom door -separate form.
	Take home your plants and other personal items. Refrigerators and microwaves clean and unplugged -prop refrigerator doors open.
	Return all ipads to library (you may keep one for summer use.)
	Share your planned summer curriculum work dates w/Pam so she can enter them into the Google staff calendar.
	Submitted any purchase orders you want processed before start of 2015-16.
	Completed end of year conversation with Mr. Miller (All Staff).
Homeroom Teachers and Specials	
	Take everything off walls if you feel they need to be cleaned (remember 3 block rule).
	Return all visual aid materials such as videos, computer software, etc. to the IMC.
	Did you need technology support over summer? Please sign up on Google Drive.
	Certified Staff be prepared to tell Mr. Miller the walk through/coaching/Professional Development you completed this year.
	Complete all SOS forms w/end of year comments (for all intervention students).
	Complete SLO & PPG end of year comments.
Homeroom Teachers	
	<b>IMPORTANT</b> - all student report cards need to be <i>copied, two sided, stapled, and placed in students' cum file</i> (not portfolio) records.
	<b><u>Cumulative Folders Grade 4:</u></b> When working in cumulative folders, please place the newest (most current) information on top (or in front). The oldest information should be in the back (on the bottom). IEP information should not be kept in cumulative folders. If you see any IEP information, please forward to Luanne Olson. Please pull your students' reading folders and bundle separately. <b>PLEASE RETURN THE STUDENTS' FOLDERS TO THE FILE CABINET IN THE OFFICE.</b> <b><u>Cumulative Folders Grades PreK-3:</u></b> Turn in all student cumulative folders to the elementary office (folder of students being retained should be attached and separated for easy identification). Please discard any duplications and separate health information from report cards/testing. Place the cumulative folders in the reading folders so they are together. <b>PLEASE RETURN THE STUDENTS' FOLDERS TO THE FILE CABINET IN THE OFFICE. Submit all ODR's to the office that have not previously been turned in.</b>
	<b>Reading/Language Arts Portfolios: two work samples</b>
	<b>Fluoride participation forms.</b>

**Rooms for Summer School: Please check Becky's email.**



## **STAFF REQUEST FOR TIME OFF DURING WORK DAY FOR ATTENDANCE AT SCHOOL PROGRAMS**

Teachers have only 181 days to teach their curriculum and prepare students for their next grade level. In order for teaching and learning to occur, both teacher and students must be present when the process occurs. In those rare instances when a teacher feels compelled to request time off work, the following standards and procedures will apply.

### A. General

Request from teachers for release time for part of the teacher's work day to attend school programs involving their children or grandchildren shall be handled as follows:

1. School programs include such events as student promotion programs, Christmas programs, kindergarten screening conferences, home athletic events, and other unique school programs generally recognized as needing parent attendance. (Holy Rosary and Immanuel programs may also be considered.)
2. Teachers must make their request for release from work at least 24 hours prior to the time requested to be off work.
3. No teacher will be granted more than two such requests (as described above) per school year and this if, and only if, the principal concurs with the request. This does not apply to volunteer coaches as outlined in letter C below.
4. If more than one teacher requests time off for the same activity or for the same time period, the principal shall make a determination as to the number of requests he/she will grant on a first come/first serve basis. This determination shall be based on the need for preservation of the school instructional environment and student control.
5. All staff granted such leave shall depart immediately before the start of the program and return immediately after the end of the program. No other activities (such as shopping, non-school work, etc.) will be permitted during this time off work.
6. Requests for time off during prep periods are the same as request for time off during instructional periods.

### B. Staff Responsibilities When Requesting Time Off

1. Staff requesting time off shall proceed as follows:
  - a. A substitute is not necessary for positions such as counselor, nurse, etc. If a substitute is necessary to cover a class or assignment, then the teacher who is requesting the leave shall approach available staff to cover his/her work. The

principal must be notified who the sub will be 24 hours in advance of the time off. No additional compensation will be provided for the staff member agreeing to this voluntary assignment.

- b. In situations where a voluntary sub is not available, the building principal may appoint a sub from any available "special teachers" due to schedule cancellations. No additional compensation will be provided for the special teacher doing this assignment.
- c. In situations where a voluntary or a special teacher is not available, the building principal may appoint a sub from the remaining available teachers. That person will be paid according to the collective bargaining agreement and the teacher being granted time off will have the option of 1) the time being deducted from their personal leave or 2) paying the substitute directly or 3) having the district deduct the substitute amount from the requesting teacher's pay check. When a substitute is not necessary, Option 1 or a special arrangement between the principal and teacher may be considered. (example: mutually agree upon volunteer work).

C. Leave for Volunteer Coaches/Advisors to Assist/Participate in Volunteer Activity

- 1. Staff members officially recognized as volunteering their time in a co-curricular activity will have the following options relating to a time off request to assist the head coach/advisor:
  - a. If a substitute is necessary to cover a class or assignment, then the teacher who is requesting the leave shall approach available staff to cover his/her work. The principal must be notified 24 hours in advance of the time off about who the sub will be. No additional compensation will be provided for the staff member agreeing to this voluntary assignment.
  - b. In situations where a voluntary sub is available, the building principal may appoint a sub from any available "special teachers" due to schedule cancellations. No additional compensation will be provided for the special teacher doing this assignment.
  - c. The principal may choose to pay a substitute to fulfill the assignment for the duration of the leave. This cost would not be passed on to the teacher requesting the leave or deducted from their personal leave.
- 2. If the first option does not produce a substitute, the volunteer coach may be allowed to leave the building at the conclusion of the student's day provided that the requests are kept to a minimum as determined by the building administrator.