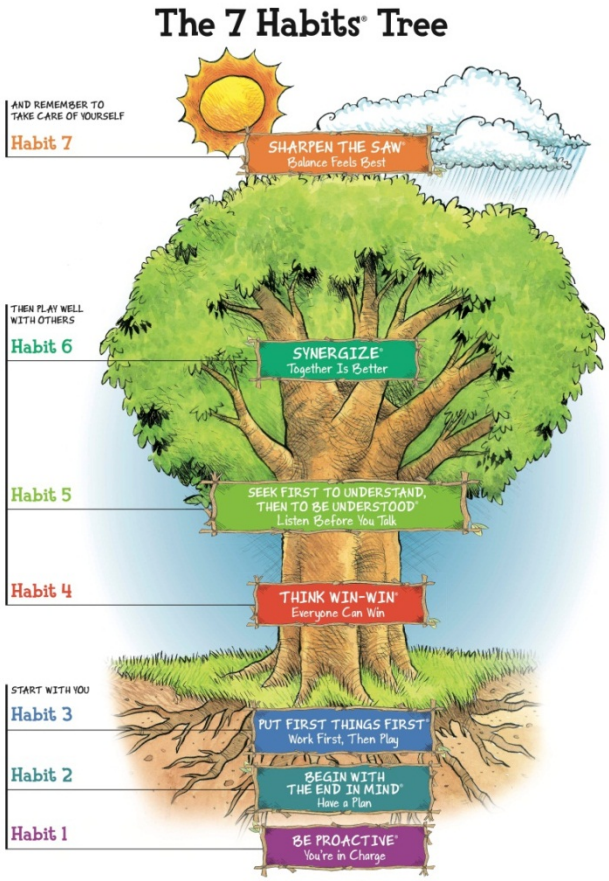
VALLEY R-6 ELEMENTARY

Office 779-3332
Fax 779-3562

Children learn more from who you are, than what you teach.



FACULTY HANDBOOK
2018-2019

Learn Today, Lead Tomorrow

ELEMENTARY FACULTY HANDBOOK
Table of Contents

Leader in Me	1
Valley R-6 Elementary Mission Statement	2
Valley R-6 Elementary WIGs (Wildly Important Goals)	2
Valley R-6 School District Mission Statement	2
Valley R-6 School District Educational Philosophy	2
Valley R-6 School District Educational Objectives	2
Valley R-6 School District Non-Discrimination Notification	3
Valley R-6 School District Public Notice	3
School Calendar	4
Elementary Personnel	6
Time Schedule	7
Elementary Schedule	8
Lunch Schedule	11
Duty Schedule	12
Bus Duty Schedule	13
7 Habits	14
7 Habits Expectations	15
Absences	17
a) Professional Staff Leaves and Absences	17
b) Short-Term Leaves and Absences	17
c) Long-Term Leaves and Absences	18
d) Sabbatical Leaves of Absence	18
e) One-Year General Leave of Absence	18
Accountability Partners	19
After School Detention (ASD)	19
Arrival and Departure	19
Assemblies	20
At-Risk	20
Attendance Records (Student)	20
Behavior Clip Chart	21
Bell Schedule	22
Building/Classroom	22
a) Housekeeping	22
Bulletin Boards/Hallway Displays	22
Bullying	22
Bus Rules for Students	25
Cafeteria	25
Classroom Incentives	26
Classroom Management	26
Classroom Newsletter	27
Classroom Rules	27
Communication	28
Communication with Students by Electronic Media	28
Compliment Goal/Incentive	29
Contracts	29
Copies	29
Curriculum Expectations/Yearly Plans	29
Daily Schedules	29
Discovering New Leaders Display	29
Drug Free Workplace	29

Dyslexia Screening 30
Emergency Drills 30
End of Year Checkout 31
Families 31
Field Trips 31
First Two Weeks of School 32
Forms and Reports 32
Fundraising 32
Goals 32
Golden Broom Incentive 33
Grading and Report Cards 33
Guided Reading Grades K-3 Best Practices 34
Guided Reading Grades 4-6 Best Practices 35
Hall Passes 37
Hall Rules 37
Health Services 37
Homework 37
I-Ready/Ready 38
Incidents/Injury 38
Inclement Weather 38
Insurance Obligation 38
Jolly Phonics 39
Keys 39
Lead Day 39
Leadership Assemblies 39
Leadership Classroom Checklist 39
Leadership Notebooks/Daily Folder 39
Library Services 40
Lost and Found 40
Lounge/Restrooms 40
Maintenance 40
Make-Up Work 40
Master Calendar of Events 40
Master Schedules 40
Meet the Teacher Night 40
Meetings 40
Mentoring 41
Mission Statements 41
Morning Message 41
Moving Classes 41
Parent Contact/Teacher Conferences 41
Permanent Record Checkout 42
Personal/Sick Leave 43
Plan of Study 43
Planning Period 43
Playground Rules 43
Pledge of Allegiance 43
Popcorn Words 43
Positive Parent Contact 43
Professional Conferences 44
Progress Reports 44
Purchase Order Instructions 44
Recess 44
a) ZAP (Zeros Aren't Permitted) 45
Records and Reports 45
Reporting Student Abuse 45

Response to Intervention (RtI Team) 46
Responsibility Pals 46
Retention 46
Room Parties 46
Security 46
Sexual Harassment 47
Staff Conduct (Policy 4630) 47
Student Aides/Cadet Teachers 48
Student Evaluations 48
Student Learning Objectives (SLOs) 48
Student/Parent Handbook 48
Student Leadership Roles 48
Student Suicide Awareness 48
Student Supervision 49
Supplies and Equipment 50
Suspensions 50
Taking Roll 50
Teacher Evaluation 50
Teacher Professionalism 50
Technology 51
Telephone Policy (Students) 51
Timesheets 51
Tutoring 51
Use of Tracking Devices 51
Veterans' Day Commemoration 52
Videos 52
Viking Song 52
Visitors 52
Voice Levels 52
Website 52
Wellness Policy 52
Work Days 53
Writers' Workshop Grades K-3 Best Practices 53
Writers' Workshop Grades 4-6 Best Practices 55
Viking Song 57

LEADER IN ME

Valley R-6 Elementary is a "Leader in Me" School. Great happens here!! We began implementation of the 7 Habits of Happy Kids throughout our building and classrooms in 2012. We also recognize and support the Behavior Clip Chart of teaching students to practice behaviors that help them to be safe, responsible, and respectful. This common language is heard throughout our school.

Our school uses the Leader in Me activity guides, as an introduction to personal leadership. All students have the capacity to lead in their own lives and affect those around them by making positive choices. The "Leader in Me" concept provides students with activities to help them learn practical character and life skills that will lead to those positive choices. Written to appeal to their age level, students are presented with fun activities designed to get them thinking.

Through the Leader in Me model students will develop an understanding and working knowledge of "The Seven Habits of Happy Kids".

The 7 Habits taught include:

Independent Skills – Start With You

Habit 1: Be Proactive – "You're in Charge"
Students learn responsibility, initiative, and positive attitudes as they begin taking ownership for their choices.

Habit 2: Begin with the End in Mind – "Have a Plan"
Students plan ahead and set goals. They do things that have meaning and make a difference. They see themselves as integral members of the school community.

Habit 3: Put First Things First – "Work First, Then Play"
Students spend time on things that are most important. They set priorities and organize.

Student Interdependent Skills – Then Play Well With Others

Habit 4: Think Win-Win – "Everyone Can Win"
Students balance what they want with what others want.

Habit 5: Seek First to Understand, Then to Be Understood – "Listen Before You Talk"
Students learn to listen to understand others' perspectives, ideas, and feelings and develop confidence in voicing their ideas.

Habit 6: Synergize – "Together Is Better"
Students value the strengths of others and seek out their classmates' ideas to solve problems. They know that teaming creates better solutions.

Renewal Skills – And Remember To Take Care Of Yourself

Habit 7: Sharpen the Saw – "Balance Feels Best"
Students take care of their bodies by eating right, exercising, and getting sleep. They spend time with family and friends.

VALLEY R-6 ELEMENTARY MISSION STATEMENT

Learn Today, Lead Tomorrow

At Valley R-6 Elementary, we believe by working together each person, staff and students, can make a difference in their own lives and the lives of others. We teach the 7 Habits of Happy Kids and provide opportunities for all students to apply their understanding of the leadership habits in their daily lives. We also recognize and support the Behavior Clip Chart of teaching students to practice behaviors that help them to be safe, responsible, and respectful. This common language is heard throughout our school.

VALLEY R-6 ELEMENTARY WIGs (Wildly Important Goals)

Math WIGs:

Grades K-2: 100% of students will pass their addition and subtraction math facts each quarter.
Grades 3-6: 100% of students will pass their multiplication math facts goal each quarter.

VALLEY R-6 SCHOOL DISTRICT MISSION STATEMENT

Preparing the students of today for the challenges of tomorrow

VALLEY R-6 SCHOOL DISTRICT EDUCATIONAL PHILOSOPHY

Statement of Purpose

The Valley R-VI School District affirms that the perpetuation of democracy is dependent upon an educated citizenry, the public school is a significant contributor to opportunity among our people, and that education is the greatest constructive force at the disposal of democratic people for the solution of their problems. The Valley R-VI School District affirms that the purpose of education is the development of each individual for the fullest participation in the American democratic society and the recognition of social, civil, economic and vocational competencies as factors beyond academic literacy.

Moral, ethical, and spiritual values have been from the first an indispensable and significant part of the program of the American public schools. The Valley R-VI School District shall continue to employ every means possible to instill high moral principles in our children and youth and join with the home, churches, and all other constructive community agencies for this purpose.

VALLEY R-6 SCHOOL DISTRICT EDUCATIONAL OBJECTIVES

It is the obligation of the Valley R-VI School District to provide the best possible educational opportunities for its children within the limits of financial ability. These educational opportunities should be broad enough whereby each person in school may:

1. Be provided a comprehensive educational program that serves the needs of him/her, embraces current knowledge, and fosters innovations to accompany social change.
2. Help him/her develop a realistic concept of his/her potential.
3. Maintain an instructional program which will provide him/her with the basic skills essential to the maximum development of his/her potential.
4. Cultivate in him/her an enthusiasm for study and achievement and an awareness of the enjoyment that results from learning.
5. Encourage intellectual curiosity and a desire for self-improvement.
6. Stimulate critical thinking and help develop the ability to make informed decisions.
7. Provide opportunities for the development of self-direction compatible with his/her interests, needs, aptitudes, and abilities.
8. Help him/her develop a sense of purpose, a sense of personal responsibility, and a desire to be of service to society.
9. Relate the learning processes to everyday living.
10. Improve the relationship of man to his fellow man by instilling a respect for the dignity and worth of each individual.
11. Promote the understanding of different ethnic and minority cultures in a social order that embraces the world.

VALLEY R-6 SCHOOL DISTRICT NON-DISCRIMINATION NOTIFICATION

The Board of Education believes in the right of every student to receive equal opportunities in all educational programs and activities conducted by the district. In addition, every qualified individual has the right to expect fair and equal treatment both as applicants for employment and as employees.

It is the policy of the Board to accord equal consideration and impartial treatment regardless of race, color, national origin, ancestry, religion, socio-economic status, sex, age, handicapping conditions, or organizational memberships. This policy will prevail in all matters concerning the staff, the students, the public, the educational programs and services of the district, and individuals with whom the Board does business.

In keeping with the requirements of federal and state law, this school district strives to remove any vestige of discrimination in employment, assignment, and promotion of personnel; in educational programs, offerings, services, and vocational opportunities offered to students; in the assignment of students to schools and classes; in student discipline; and in the location and use of facilities and educational materials. The Board will designate an individual to act as the district's nondiscrimination compliance coordinator and ensure that the coordinator's name, business address, and telephone number, as well as the statements of nondiscrimination by the district, are published for/distributed to patrons, employees, and students on an annual basis.

The Board shall continue all necessary actions to ensure that discrimination does not occur in the educational program, employment practices, or activities in the school district.

VALLEY R-6 SCHOOL DISTRICT PUBLIC NOTICE

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Valley R-6 School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The Valley R-6 School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program. The Valley R-6 School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Valley R-6 School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA).

This plan may be reviewed Monday through Friday between the hours of 9:00am and 3:00pm in the office of the superintendent at Valley R-6 School District located at # 1 Viking Drive in Caledonia, Missouri. This notice will be provided in native languages as appropriate.

VALLEY R-VI SCHOOL DISTRICT
SCHOOL CALENDAR
2018-2019
(Board Approved 4-19-18)

O - Open House
NT - New Teacher Orientation
FD - First Day of School
X - School Not In Session
MAP Testing Window
Q - End of Quarter
SD - Staff Development 1/2 day
TC - Parent/Teacher Conf. 1/2 day
M - Make-Up Days
TW - Teacher Work Days
LD - Last Day of School
H - Half Days (Dismiss 12:30)

	MON	TUES	WED	THURS	FRI	
AUGUST			1	2	3	AUGUST
	6	7	8	NT 9	10	
	LW/O 13	X 14	FD 15	16	17	
	20	21	22	23	LW/X 24	
	27	28	29	30	H 31	

12 20

	MON	TUES	WED	THURS	FRI	
SEPTEMBER	X 3	4	5	6	7	SEPTEMBER
	10	11	12	13	14	
	H SD 17	18	19	20	21	
	24	25	26	27	28	

19 19

	MON	TUES	WED	THURS	FRI	
OCTOBER	1	2	3	4	5	OCTOBER
	8	9	10	11	12	
	15	16	17	18	Q 19	
	22	23	24	H TC 25	X 26	
	29	30	31			

22 21

	MON	TUES	WED	THURS	FRI	
NOVEMBER				1	2	NOVEMBER
	H SD 5	6	7	8	9	
	12	13	14	15	16	
	19	20	H 21	X 22	X 23	
	26	27	28	29	30	

20 20

	MON	TUES	WED	THURS	FRI	
DECEMBER	3	4	5	6	7	DECEMBER
	10	11	12	13	14	
	17	18	Q/H 19	X 20	X 21	
	X 24	X 25	X 26	X 27	X 28	
	X 31					

13 8

	MON	TUES	WED	THURS	FRI	
JANUARY		X 1	X 2	3	4	JANUARY
	7	8	9	10	11	
	H SD 14	15	16	17	18	
	X/M 21	22	23	24	25	
	28	29	30	31		

	MON	TUES	WED	THURS	FRI	
FEBRUARY					1	FEBRUARY
	4	5	6	7	8	
	H SD 11	12	13	14	15	
	X/M 18	19	20	21	22	
	25	26	27	28		

	MON	TUES	WED	THURS	FRI	
MARCH					1	MARCH
	4	5	6	7	Q 8	
	11	12	13	14	H TC 15	
	18	19	20	21	22	
	25	26	27	28	29	

	MON	TUES	WED	THURS	FRI	
APRIL	1	2	3	4	5	APRIL
	8	9	10	11	12	
	15	16	17	H 18	X 19	
	X 22	23	24	25	26	
	29	30				

	MON	TUES	WED	THURS	FRI	
MAY			1	2	3	MAY
	TW/X 6	7	8	9	10	
	LD/H/Q 13	X/M 14	X/M 15	X/M 16	X/M 17	
	20	21	22	23	24	
	27	28	29	30	31	

Full Day Hrs	**1059.5**	1st Semester	86	88
Half Day Hours	**44**	2nd Semester		
Total Hours	**1103.5**			

Full Days	**163**
Half Days	**11**
Total Days	**174**

VALLEY R-VI SCHOOL DISTRICT
SCHOOL CALENDAR
2018-2019

EVENT	DAY	DATE
New Teacher Workshop	Thursday	August 9
All Teacher Workshops	Monday	August 13
Open House - HS	Monday	August 13
Meet the Teacher- Elementary	Monday	August 13
School Starts	Wednesday	August 15
Teacher Work Day	Friday	August 24 (NO SCHOOL)
Labor Day Weekend- 1/2 day	Friday	August 31
Labor Day - NO SCHOOL	Monday	September 3
Staff Development Day - 1/2 day	Monday	September 17
Parent/Teacher Conferences	Thursday	October 25 -12:30 Dismiss
NO SCHOOL	Friday	October 26
Staff Development Day - 1/2 day	Monday	November 5
1/2 day	Wednesday	November 21
Thanksgiving Holiday - NO SCHOOL	Thurs. & Fri.	November 22 & 23
1/2 day	Wednesday	December 19
Christmas Holidays - NO SCHOOL	Thurs. - Wed..	Dec. 20 - Jan. 2
School Resumes	Thursday	January 3
Staff Development Day-12:30 Dismissal	Monday	January 14
Martin Luther King NO SCHOOL	Monday	January 21 (1st Make-up day)
Staff Development Day-12:30 Dismissal	Monday	February 11
President's Day - NO SCHOOL	Monday	February 18 (2nd Make-up)
Parent/Teacher Conferences	Friday	March 15
1/2 day	Thursday	April 18
Spring Break - NO SCHOOL	Friday. - Mon.	April 19 & 22 (NO SCHOOL)
Teacher Work Day	Monday	May 6 (NO SCHOOL)
Last Day - 1/2 DAY	Monday	May 13 (12:30 Dismissal)
3rd Make-up Day	Tuesday	May 14 (3rd Make-up)
4th Make-up Day	Wednesday	May 15 (4th Make-up)
5th Make-up Day	Thursday	May 16 (5th Make-up)
6th Make-up Day	Friday	May 17 (6th Make-up)
Graduation	TBA	

The Calendar includes six (6) days built in for inclement weather.
Martin Luther King Jr. Day, Jan. 21, will be used as the first make up day. Other days scheduled as make-up days: Feb. 18, May 14, May 15, May 16, and May 17. Additional days may be added at the end of the year as needed.

	DAYS IN QUARTER	DAY	DATE
Quarter Ending Dates and Days:			
1st Quarter	46	Friday	October 19
2nd Quarter	40	Wednesday	December 19
3rd Quarter	45	Friday	March 8
4th Quarter	43	Monday	May 13
	174		

VALLEY R-VI ELEMENTARY PERSONNEL

Board of Education

Blake Yount	President
Patricia Masson	Vice President
Trina Kirby	Secretary
Mitch Tedder	Treasurer
Steve Jones	Member
Chris Warden	Member
Pat Yount	Member

Support Staff

Alisia Wright	Secretary
Shelly Province	Nurse
Kelly Sadler	Parents as Teachers
Erin Williams	Pre-K Aide
Hailey Neier	Instructional Aide
Renee Politte	Custodian
Lindsey Yount	Custodian
Vickie Neier	Custodian
Patty Jones	Cook
Sandy Tedder	Cook

Administration

Michael Silvy	Superintendent
Chad Middleton	Jr./Sr. High Principal
Caleb Tiefenauer	Elementary Principal

Teachers

Kelly Sadler	Pre-K
Cathy Heisel	Kindergarten
Samantha Gillam	Kindergarten
Maggie Carr	First Grade
Jill Goldsmith	First Grade
Diane Counts	Second Grade
Jessica McClary	Second Grade
Alexandra Nash	Third Grade
Taylor Camillo	Third Grade
Megan Connor	Fourth Grade
Andrea Ellis	Fourth Grade
Anne Denton	Fifth Grade
Lila Brinley	Sixth Grade
Sarah Myers	Sixth Grade
Kristin McCourtney	Resource (Grades K-4)
Candace Isgrig	Resource (Grades 5-6)
Connie Yount	Library/At-Risk
Kathy Grajek	Art
Kayla Price	Music
Trent Hartley	Physical Education/Health
Jan Woods	SPED Speech and Language Pathologist
Chris Byers	SPED Director/Process Coordinator/Speech Implementer
Caley Cooper	Title I Reading/Communication Arts
Amy McFarland	Title I Math

Bus Drivers

Steve Akers
Judy Bequette
Nicky Boyer
Bernadine Comfort
Kay McCarty
Jackie Reinhart
Fern Schalk
Jarah Politte

Valley R-6 Elementary
Time Schedule
2018-2019

7:30 Principal in the building
7:30 All morning duty teachers in the building
7:30 Breakfast served
7:45 All teachers in the building
7:45 Dismiss students from gym to classrooms
7:55 Dismiss students from breakfast to classrooms
8:00 Morning Message/All students should be in classrooms

10:40-11:00 Recess (Grades K-1)
11:00-11:25 1st Lunch Shift (Grades K-1)
11:10-11:30 Recess (Grades 2-3)
11:30-11:55 2nd Lunch Shift (Grades 2-4)
11:55-12:20 Recess (Grade 4)
12:00-12:25 3rd Lunch Shift (Grades 5-6)
12:25-12:50 Recess (Grades 5-6)

3:05 Dismissal

3:15 Teachers may leave

EARLY DISMISSAL
TIME CHANGES

10:50-11:15 1st Lunch Shift (Grades K-1)
11:20-11:45 2nd Lunch Shift (Grades 2-4)
11:50-12:15 3rd Lunch Shift (Grades 5-6)

12:25 Dismissal

NO recesses on Early Out Days.
Change your schedule accordingly.

2018-2019 Valley R-VI Elementary Schedule

	Kindergarten Heisel	Kindergarten Gillam	1st Grade Carr	1st Grade Goldsmith
7:45-8:10	Morning Work/Message	Morning Work/Message	Morning Work/Message	Morning Work/Message
8:10-8:30	Calendar Time/Title Math	Calendar Time/Title Math	Math	Calendar Time
8:30-8:45	Jolly Phonics/Handwriting	Jolly Phonics/Handwriting	Math/Title Math	Math
8:45-9:00	Jolly Phonics/Handwriting	Jolly Phonics/Handwriting	Math/Title Math	Math
9:00-9:15	ELA/Title CA	ELA - Science/SS	Math	Math/Title Math
9:15-9:30	ELA/Title CA	ELA - Science/SS	Calendar Time	Math/Title Math
9:30-9:45	ELA	ELA/Title CA	Writers' Workshop	Writers' Workshop
9:45-10:00	ELA	ELA/Title CA	Writers' Workshop	Writers' Workshop
10:00-10:15	ELA - Science/SS	ELA	Spelling, Jolly Phonics,	Spelling, Jolly Phonics,
10:15-10:30	ELA - Science/SS	ELA	Popcorn Words, and	Popcorn Words, and
10:30-10:45	Restroom Break	Restroom Break	Handwriting	Handwriting
10:45-11:00	Recess (10:40-11:00)	Recess (10:40-11:00)	Recess (10:40-11:00)	Recess (10:40-11:00)
11:00-11:15	Lunch (11:00-11:25)	Lunch (11:00-11:25)	Lunch (11:00-11:25)	Lunch (11:00-11:25)
11:15-11:30	Lunch (11:00-11:25)	Lunch (11:00-11:25)	Lunch (11:00-11:25)	Lunch (11:00-11:25)
11:30-11:45	Writers' Workshop	Writers' Workshop	Reading Groups/Title CA	ELA - Social Studies
11:45-12:00	Writers' Workshop	Writers' Workshop	Reading Groups/Title CA	ELA - Social Studies
12:00-12:15	Writers' Workshop	Writers' Workshop	Reading Groups	Reading Groups/Title CA
12:15-12:30	Math	Math	Reading Groups	Reading Groups/Title CA
12:30-12:45	Math	Math	Reading Groups	Reading Groups
12:45-1:00	Math	Math	ELA - Social Studies	Reading Groups
1:00-1:15	Math	Math	ELA - Social Studies	Reading Groups
1:15-1:30	Specials	Specials	Specials	Specials
1:40-1:45	Specials	Specials	Specials	Specials
1:45-2:05	Specials	Specials	Specials	Specials
2:10-2:20	Recess	Recess	Recess	Recess
2:20-2:30	Recess	Recess	Recess	Recess
2:30-2:45	Math Centers	Math Centers	ELA - Science	ELA - Science
2:45-3:00	Math Centers	Math Centers	ELA - Science	ELA - Science
3:05	Dismissal Time for All Students			
*K-3 Specials Rotation - Art, Library/I-Ready, Music, PE				

2018-2019 Valley R-VI Elementary Schedule

	2nd Grade McClary	2nd Grade Counts	3rd Grade Camillo	3rd Grade Nash
7:45-8:10	Morning Work/Message	Morning Work/Message	Morning Work/Message	Morning Work/Message
8:10-8:30	Calendar Time	Calendar Time	Spelling, Grammar, Handwriting	Spelling, Grammar, Handwriting
8:30-8:45	Spelling,	Spelling,	Math	ELA - Science/SS
8:45-9:00	Jolly Grammar, and	Jolly Grammar, and	Math	ELA - Science/SS
9:00-9:15	Writers' Workshop	Writers' Workshop	Math	Math
9:15-9:30	Writers' Workshop	Writers' Workshop	Math	Math
9:30-9:45	Writers' Workshop	Writers' Workshop	Math/Title Math	Math
9:45-10:00	Writers' Workshop	Writers' Workshop	Math/Title Math	Math
10:00-10:15	Reading Groups/Title CA	Reading Groups	Writers' Workshop	Math/Title Math
10:15-10:30	Reading Groups/Title CA	Reading Groups	Writers' Workshop	Math/Title Math
10:30-10:45	Reading Groups	Reading Groups/Title CA	Writers' Workshop	Writers' Workshop
10:45-11:00	Reading Groups	Reading Groups/Title CA	ELA - Science/SS	Writers' Workshop
11:00-11:15	Handwriting	Handwriting	ELA - Science/SS	Writers' Workshop
11:15-11:30	Recess (11:10-11:30)	Recess (11:10-11:30)	Recess (11:10-11:30)	Recess (11:10-11:30)
11:30-11:45	Lunch (11:30-11:55)	Lunch (11:30-11:55)	Lunch (11:30-11:55)	Lunch (11:30-11:55)
11:45-12:00	Lunch (11:30-11:55)	Lunch (11:30-11:55)	Lunch (11:30-11:55)	Lunch (11:30-11:55)
12:00-12:15	Math	ELA - Science/SS	I-Ready	I-Ready
12:15-12:30	Math	ELA - Science/SS	I-Ready	I-Ready
12:30-12:45	Math/Title Math	Math	Reading Groups/Title CA	Reading Groups
12:45-1:00	Math/Title Math	Math	Reading Groups/Title CA	Reading Groups
1:00-1:15	ELA - Science/SS	Math/Title Math	Reading Groups	Reading Groups/Title CA
1:15-1:30	ELA - Science/SS	Math/Title Math	Reading Groups	Reading Groups/Title CA
1:40-1:45	Read Aloud	Read Aloud	RTI	RTI
1:45-2:05	Recess	Recess	Recess	Recess
2:10-2:20	Specials	Specials	Specials	Specials
2:20-2:30	Specials	Specials	Specials	Specials
2:30-2:45	Specials	Specials	Specials	Specials
2:45-3:00	Specials	Specials	Specials	Specials
3:05	Dismissal Time for All Students			
*K-3 Specials Rotation - Art, Library/I-Ready, Music, PE				

2018-2019 Valley R-VI Elementary Schedule

	4th Grade Ellis	4th Grade Connor	5th Grade Denton	6th Grade Myers	6th Grade Brinley
7:45-8:10	Morning Work/Message	Morning Work/Message	Morning Work/Message	Morning Work/Message	Morning Work/Message
8:10-8:25	Reading	Reading	Homeroom	Homeroom	Homeroom
8:25-8:40	Reading	Reading	Homeroom	Homeroom	Homeroom
8:40-8:55	Reading	Reading	Homeroom	Homeroom	Homeroom
8:55-9:10	Reading	Reading	Homeroom	Homeroom	Homeroom
9:10-9:25	Reading	Reading	Brinley	Denton	Myers
9:25-9:40	I-Ready	I-Ready	Brinley	Denton	Myers
9:40-9:55	I-Ready	I-Ready	Brinley	Denton	Myers
9:55-10:10	Math	Writing	Brinley	Denton	Myers
10:15-10:30	Math	Writing	Specials (10:10-11:00)	Specials (10:10-11:00)	Specials (10:10-11:00)
10:30-10:45	Math	Writing	Specials (10:10-11:00)	Specials (10:10-11:00)	Specials (10:10-11:00)
10:45-11:00	Math	Writing	Specials (10:10-11:00)	Specials (10:10-11:00)	Specials (10:10-11:00)
11:00-11:15	Science/SS	Science/SS	Myers	Brinley	Denton
11:15-11:20	Science/SS	Science/SS	Myers	Brinley	Denton
11:20-11:45	Science/SS	Science/SS	Myers	Brinley	Denton
11:30-11:45	Lunch (11:30-11:55)	Lunch (11:30-11:55)	Myers	Brinley	Denton
11:45-12:00	Lunch (11:30-11:55)	Lunch (11:30-11:55)	Myers	Brinley	Denton
12:00-12:15	Recess (11:55-12:20)	Recess (11:55-12:20)	Lunch (12:00-12:25)	Lunch (12:00-12:25)	Lunch (12:00-12:25)
12:15-12:30	Specials (12:25-1:15)	Specials (12:25-1:15)	Lunch (12:00-12:25)	Lunch (12:00-12:25)	Lunch (12:00-12:25)
12:30-12:45	Specials (12:25-1:15)	Specials (12:25-1:15)	Recess (12:25-12:50)	Recess (12:25-12:50)	Recess (12:25-12:50)
12:45-1:00	Specials (12:25-1:15)	Specials (12:25-1:15)	Restroom and Transition	Restroom and Transition	Restroom and Transition
1:00-1:15	Specials (12:25-1:15)	Specials (12:25-1:15)	Homeroom SS/Science	Social Studies (Brinley)	Science (Myers)
1:15-1:30	Writing	Math	Homeroom SS/Science	Social Studies (Brinley)	Science (Myers)
1:30-1:45	Writing	Math	Homeroom SS/Science	Homeroom Social Studies	Homeroom Science
1:45-2:00	Writing	Math	Homeroom SS/Science	Homeroom Social Studies	Homeroom Science
2:00-2:15	Writing	Math	RTI / I-Ready	RTI / I-Ready	RTI / I-Ready
2:15-2:30	Recess	Recess	RTI / I-Ready	RTI / I-Ready	RTI / I-Ready
2:30-2:45	RTI	RTI	Study Hall	Band/Study Hall	Band/Study Hall
2:45-3:00	RTI	RTI	Study Hall	Band/Study Hall	Band/Study Hall
3:05	Dismissal				

Lunch Schedule
Valley Elementary
2018-2019

REGULAR SCHOOL DAY	**EARLY OUT DAY**
1st Lunch Shift (11:00-11:25) Grades K-1	1st Lunch Shift (10:50-11:15) Grades K-1
2nd Lunch Shift (11:30-11:55) Grades 2-4	2nd Lunch Shift (11:20-11:45) Grades 2-4
3rd Lunch Shift (12:00-12:25) Grades 5-6	3rd Lunch Shift (11:50-12:15) Grades 5-6

(On early out days, it is necessary for the lunch schedule to change which may affect your special class schedule. Unfortunately, this cannot be helped, so please plan ahead for these days. Your cooperation and understanding is appreciated. Thank you!)

Classes will enter first come, first serve.

IT IS EXTREMELY IMPORTANT TO FOLLOW THE TIME SCHEDULE ABOVE. YOUR CLASS MUST BE COMPLETELY REMOVED FROM THE CAFETERIA BY THE ENDING TIME OF YOUR LUNCH SHIFT. THIS MEANS THEY SHOULD NOT BE LEFT IN THE CAFETERIA SITTING AT THE TABLES OR STANDING IN A 10-LINE, BUT SHOULD BE HEADED BACK TO CLASS OR IN CLASS. YOUR COOPERATION IS MUCH APPRECIATED. THANK YOU!

Duties
2018-2019

Valley R-VI Elementary School:

Breakfast Duty: Connie Yount
7:30-7:55 Hailey Neier

Lunch Duty: Chris Byers 11:00-11:25 (1st Lunch Shift/K-1)
Amy McFarland 11:30-11:55 (2nd Lunch Shift/2-4)
Shelly Province 12:00-12:25 (3rd Lunch Shift/5-6)

Early Out Times 10:50-11:15 (1st Lunch Shift/K-1)
11:20-11:45 (2nd Lunch Shift/2-4)
11:50-12:15 (3rd Lunch Shift/5-6)

Evening Duty (Pickups): Kayla Price
3:05-3:15 Kristin McCourtney
Caley Cooper

Early Out Times 12:25-12:35

Evening Duty (Buses): Kathy Grajek
3:05-3:15 Trent Hartley
Candace Isgrig

Early Out Times 12:25-12:35

Recess Duty: 10:40-11:00 (K-1) Recess
11:10-11:30 (2-3) Recess
11:55-12:20 (4) Recess
12:25-12:50 (5-6) Recess

(Classroom Teachers are responsible for their own recess duty.)

Classroom teachers will rotate morning bus duty each week 7:30-7:45.

Valley R-VI Elementary
2018-2019 Bus Duty Schedule (7:30-7:45-mornings in the gym)

Week Of:	**Teacher:**
Aug. 15-17	Heisel
Aug. 20-23	Gillam
Aug. 27-31	Carr
Sept. 4-7	Goldsmith
Sept. 10-14	Counts
Sept. 17-21	McClary
Sept. 24-28	Camillo
Oct. 1-5	Nash
Oct. 8-12	Connor
Oct. 15-19	Ellis
Oct. 22-25	Denton
Oct. 29-Nov. 2	Brinley
Nov. 5-9	Myers
Nov. 12-16	Heisel
Nov. 19-21	Gillam
Nov. 26-30	Carr
Dec. 3-7	Goldsmith
Dec. 10-14	Counts
Dec. 17-19	McClary
Jan. 3-4	Camillo
Jan. 7-11	Nash
Jan. 14-18	Connor
Jan. 22-25	Ellis
Jan. 28-Feb. 1	Denton
Feb. 4-8	Brinley
Feb. 11-15	Myers
Feb. 19-22	Heisel
Feb. 25-Mar. 1	Gillam
Mar. 4-8	Carr
Mar. 11-15	Goldsmith
Mar. 18-22	Counts
Mar. 25-29	McClary
Apr. 1-5	Camillo
Apr. 8-12	Nash
Apr. 15-18	Connor
Apr. 23-26	Ellis
Apr. 29-May 3	Denton
May 7-10	Brinley
May 13-17	Myers

If the school year is extended, the rotation will continue.

GENERAL PROCEDURES/POLICIES

7 HABITS

You will spend up to the first ten days of school (depending on the grade you teach) teaching students the 7 Habits of Happy Kids and the routines of the school day. Our school uses the Leader in Me activity guides, as an introduction to personal leadership. The "Leader in Me" concept provides students with activities to help them learn practical character and life skills that will lead to positive choices. Written to appeal to their age level, students are presented with fun activities designed to get them thinking.

There will be a Habit of the Week beginning the third week of school and continuing for the remainder of the year. The habits are as follows:

Habit 1 – Be Proactive
Habit 2 – Begin with the End in Mind
Habit 3 – Put First Things First
Habit 4 – Think Win-Win
Habit 5 – Seek First to Understand, Then to be Understood
Habit 6 – Synergize
Habit 7 – Sharpen the Saw

They will follow this rotation beginning with Habit 1.

Here are the 7 Habits Expectations for students:

7 Habits Expectations

Habit	Classrooms	Hallways	Restrooms	Cafeteria	Playground	Assembly
Habit 1 **Be Proactive**	Complete your work Follow rules Use appropriate language Keep environment safe	Walk quietly in a "10 line" on the right side Keep hands to self Use Voice Level 0	Go, flush, wash, and leave silently	Go to assigned table Dump trays respectfully Use Voice Levels 0-2	Play without causing injury Play with everyone Make friends Wear proper attire Take care of equipment Tie shoes	Follow teacher directions and rules Eyes on speaker
Habit 2 **Begin with the End in Mind**	Set goals, track them, and follow through with your plan	Have all needed materials with you before leaving the classroom	Plan ahead Go when given the opportunity	Get extra items, utensils, and condiments while in line	Be prepared for the whistle	Know the program objective
Habit 3 **Put First Things First**	Be prepared for class Keep areas organized and clean Complete quality assignments in a timely manner	Line up in designated areas Go directly to your destination	Use restroom quickly and return to class to learn	Eat first, talk later	Work completed, then play	Raise your hand when the speaker raises their hand
Habit 4 **Think Win-Win**	Respect others Treat others as you want to be treated	Demonstrate good behavior Be respectful of others' work	Leave restroom clean, orderly, and ready for someone else to use	Respect all lunchroom personnel and peers	Show good sportsmanship Include others Respect adults and peers while playing	Clap/respond when appropriate
Habit 5 **Seek First to Understand, Then to be Understood**	Listen to others respectfully and make eye contact Be kind and caring	Stay quiet so others can learn	Understand others want to stay healthy	Use appropriate table manners Ask a cafeteria leader for help by raising hand	Use stop, walk, talk to help with bullying situations When conflict arises, listen first to the other person	Focus with eyes on speaker and be ready to listen
Habit 6 **Synergize**	Value others' strengths and learn from them Work together for a focused purpose Respect everyone's ideas	Walk in a "10 line" as a class	Stay quiet Wait in a "10 line" Wait your turn Pick up paper towels	Walk in a "10 line" while entering and exiting Keep cafeteria clean by picking up trash	If you see someone alone, offer to play with them Put equipment away Work together to solve issues	Listen to the ideas of the speaker/performer
Habit 7 **Sharpen the Saw**	Read a book you enjoy when work is finished Take time to find meaningful ways to help others	Enjoy hallway displays	Stay healthy by washing your hands	Try new foods Enjoy talking and visiting quietly with friends	Try new activities Exercise Have fun Enjoy time with friends	Enjoy the entertainment

Habit	Arrival	Dismissal	Field Trips	Guest Teachers	Bus	Drinking Fountains
Habit 1 Be Proactive	Go quietly to designated area Follow morning classroom routine	Learn procedures Ask an adult if you need assistance	Follow bus and school rules	Do the right thing without being asked Follow classroom rules	Learn and follow bus rules Keep your hands and feet to yourself Pay attention Use Voice Level 0-2	Follow hallway rules Get a drink before school and at designated times throughout the day
Habit 2 Begin with the End in Mind	Bring homework and necessary items with you	Get needed items before leaving classroom and proceed to final destination	Bring necessary items/materials for the trip Know objectives	Be prepared to work towards learning goals and finish all work	Watch for your stop	Keep your hands and feet to yourself
Habit 3 Put First Things First	Eat breakfast before going to classroom	Keep assignment planner/folder current Pack up and wait quietly	Know who is in your group and stay with them	Demonstrate respectful behaviors	Go to and stay in your seat and sit quietly	Return to your designated area when your turn is over
Habit 4 Think Win-Win	Greet teachers and peers	Respect the space of others in the hallway	Respect others' space and property	Respect the guest teacher	Respect the driver and other bus riders	Demonstrate respectful behavior
Habit 5 Seek First to Understand, Then to be Understood	Listen attentively to morning announcements	Be a good listener Wait for instructions	Listen to teachers/ leaders/presenters	Follow the guest teacher's instructions. Be aware that the day might run differently than usual and that is okay	Use voice levels 0-2	Stay quiet so others can learn Work together
Habit 6 Synergize	Assist others who may be struggling	Work together to leave your classroom clean and orderly	Use quiet voices when talking to others	Work with the guest teacher to provide a pleasant environment conducive to learning	Listen to the bus driver and work as a team to get home safely	Wait in a quiet "10-line"
Habit 7 Sharpen the Saw	Look for meaningful ways to help others if needed	Look for meaningful ways to help others if needed	Look for meaningful ways to help others if needed Enjoy the help	Use recess and "quiet times" to your advantage. Relax when those opportunities are provided and get out physical energy during recess and/or PE times	Look for meaningful ways to help others if needed	Hydrate

ABSENCES

Staff are entitled to 10 sick days each year, three of which may be used as personal days. However, students benefit from their teacher being present at school and teachers should make every effort to be here.

Teachers scheduling an absence in advance will complete a Request for Substitute Form and turn it in to Central Office.

Teachers should not be absent without proper notification. To secure a substitute teacher the morning of due to sickness or emergency, contact the principal or secretary at home by 6:30 a.m. if a sick day is to be used and to obtain a substitute teacher. This must be done when prior notice is not given. Please limit the number of days that you call in the morning as it is difficult to arrange a substitute at that time.

The school secretary will furnish a Staff Absence Report which should be returned to the office completed.

Substitutes—To facilitate order in your classroom during your absence be sure to furnish the substitute with clear and definite assignments. Also, you need to leave in an obvious place a substitute folder containing the following:

1. **Grade book and seating chart**
2. **Your daily schedule**
3. **Location of books, equipment needed, breakfast/lunch sheets, etc.**
4. **All copies of work students are expected to complete**
5. **General expectations and classroom rules**
6. **Name and location of a colleague who might help a substitute teacher**

ALL ITEMS MUST BE LEFT FOR A SUBSTITUTE TEACHER—NO EXCUSES.

In cases of advance notice of daily absence, teachers are to arrange to trade duties with another teacher for their morning/lunch duties. In cases of no advance notice of daily absence, teachers should notify the principal/secretary of any morning/lunch duties at time of call. A substitute teacher may be required to take a morning or lunch duty. **If this is not possible, another teacher will be used. The teacher missing the assigned duty will be required to repay the teacher for the missed assigned duty.**

Professional Staff Leaves and Absences

The Board believes that the provisions of leaves for the professional staff help to attract and retain faculty who will continue to grow professionally, maintain their physical health and have a feeling of security. The Board believes that can best be accomplished in the following ways:

1. Encourage employees to take necessary time to recuperate from illness.
2. Provide employees with income in the event of illness or accident.
3. Provide a way for employees to arrange for absence in the event of an emergency.
4. Cooperate with the employees in arranging time for the performance of certain obligations or for other personal purposes that can be accomplished only during school time.

Short-Term Leaves and Absences

The following leaves with pay will be accorded full-time professional staff employees:

1. Sick Leave: Certified staff employees will be entitled to ten (10) days of sick leave. In the situation of an employee only missing a few hours, absences will be recognized on a per hour basis. Unpaid leave shall not be considered sick leave for any purpose. Absences may be charged against sick leave for the following reasons:
    a. Illness, temporary disability*, or permanent disability of the employee. The building principal, the Superintendent, and the Board reserve the right to require a physician's certification attesting to the illness or disability of the claimant and/or inclusive dates of the employee's incapacitation if the absence is for more than ten consecutive days.
    b. Illness, injury or death of a member of the immediate family**
    c. A district employee shall not be entitled to use sick days during the period the employee receives Workers' Compensation for time lost or work-related accidents.

The Superintendent may temporarily approve additional leave less substitute's pay in cases of prolonged illness

where all other leave has been used. This approval is subject to affirmation by the Board of Education at their next meeting. If the Board affirms the approval, any changes in compensation will become effective immediately.

2. Personal Leave: Professional staff members may use three (3) days of their sick leave for personal business. Personal leave may not be granted on the day preceding or following a holiday. In cases of unusual circumstances not specifically covered by these regulations, leave shall be approved by the building principal. Appeal of said decisions may be directed to the Superintendent. If still unresolved, it may be referred to the Board of Education.
3. Pregnancy and Childbirth Leave: The employee shall notify her building principal as soon as she knows she is pregnant. The employee shall continue in the performance of her duties as long as she is able to do so, and as long as her ability to perform crucial duties is not impaired, based on medical opinion.

The employee shall be granted sick leave during periods of pregnancy-related disability; and if necessary, an unpaid leave of absence will begin for the time recommended by her physician. The employee shall return to duty within six weeks after childbirth or adoption or is physically able, based on medical opinion. This paragraph creates no rights extending beyond the contracted period of employment. Any additional time must have a specific statement of disability from the attending physician. The employee may request in writing leave without pay beyond the actual period of physical disability in order to care for the newborn or newly adopted child.

Pregnant employees shall be treated the same as other employees who are similar in their ability or inability to work for all purposes under this policy.

4. Professional Leave: Teachers may be granted professional leave by notifying the building principal and with subsequent approval of the Superintendent.

Professional staff members who are employed on a nine-month basis will have 1/180 of this annual salary deducted for each day of absence not covered by sick, personal, or professional leave. Unusual cases will be discussed by the administration and Board of Education.

Long-Term Leaves and Absences

The Board of Education recognizes that the personal welfare and the professional growth of its employees may require occasional extended absences from duty. Therefore, the Board may grant the following long-term leave of absence under specified conditions:

Sabbatical Leaves of Absence

The Board of Education may grant sabbatical leaves of absence to certified employees for further professional study at the graduate level under the following conditions:

1. The leave of absence shall be based upon a written request by the employee and the recommendation of the Superintendent of schools and shall not be granted for a period longer than one year.
2. The employee must have been employed by the district for not less than six consecutive years immediately preceding the request.
3. The employee shall request the leave ninety days prior to the end of the school year preceding the leave period.
4. The Board of Education shall be able to make satisfactory arrangements for the performance of the ordinary duties of the employee during the period for which the leave of absence is requested.
5. The leave of absence shall be without pay by the school district.
6. If the employee has tenure status, the leave shall not affect that status.
7. Upon returning from leave, the employee will be reinstated at the proper position on the salary schedule—losing only that time during which regular duties were not performed.

One-Year General Leave of Absence

The Board of Education may grant a one-year general leave of absence for reasons other than the continuation of professional study. For example, illness, child-rearing, military, or other personal reasons. These leaves will be subject to the following conditions:

1. The leave of absence shall be based upon a written request by the employee. It shall coincide with the school year and not be for a period of more than one year. Exceptions may be granted for military service.

2. The employee shall have been employed by the district for not less than six consecutive years immediately preceding the request.
3. The employee shall request the leave ninety days prior to the end of the school year proceeding the leave period.
4. The Board of Education shall be able to make satisfactory arrangements for the performance of the ordinary duties of the employee during the period for which the leave of absence is requested.
5. The Board of Education shall determine whether the employee has provided valid reasons for a leave. Also, the number of leaves granted in any one year shall be left to the discretion of the Board of Education.
6. Upon the employee's return to the school system, he/she shall be reinstated at the proper position on the salary schedule-- losing only that time during which regular duties were not performed. The Board of Education retains the right to hire a certified replacement within the teacher's area of certification. A teacher on leave of absence (not to exceed one year) will have first option to fill any position for which they are certified and which is opened for employment for a period not to exceed one year.
7. The leave of absence shall be without pay by the school district.
8. If an employee had tenure status, the leave will not affect that status.

*The Board considers child-bearing a temporary disability. Any professional staff employee requesting a short-term leave for that purpose shall be afforded all privileges and restrictions of this policy.

**The Board defines "immediate family" to include an employee's spouse, parents, children, mother-in-law, father-in-law, grandparents, aunts, uncles, grandchildren, brothers, sisters, brothers-in-law, sisters-in-law, nieces, and nephews.

ACCOUNTABILITY PARTNERS

All staff will have an Accountability Partner. All staff will be responsible for pairing themselves with an Accountability Partner. Your responsibility in being an Accountability Partner is to be a person your partner can come to and share their thoughts with you while you hold them accountable to the 7 Habits. The Accountability Partner should keep all information shared confidential.

AFTER SCHOOL DETENTION (ASD)

Teachers who stay with students who have been assigned After School Detention (ASD), will receive payment of $20/hr. A Time Sheet for ASD must be completed and signed and turned into the building principal.

ARRIVAL AND DEPARTURE

STAFF HOURS ARE 7:45 A.M.-3:15 P.M.

TEACHERS ON MORNING DUTY MUST REPORT TO THEIR POSTS BY 7:30 A.M.

All staff is encouraged to be here every day and prompt with their attendance. All staff members are expected to be in the building at 7:45 a.m. and at their respective teaching station door by 7:45 a.m. each school day, except those on special duties. Please greet students as they enter your classroom. Staff members are free to leave the building at 3:15 p.m. unless buses are late. There may be instances when buses are late to pick up students. Please do not release students until instructed to do so.

Staff members are on duty all day and should leave school only in case of necessity after checking with the principal. If it is necessary to leave before 3:15 p.m., the principal must approve. If this is the case, please be sure to sign out in the office. Classrooms/students must not be left unattended. When possible, use the intercom system to request assistance.

Evening bus duty will be conducted as follows:
Teachers will receive a list of their students that states if the student is a pickup or the bus the student rides. This list should be kept by the classroom door. Any temporary or permanent changes made to the list should also be kept by the door along with bus notes. Teachers will be responsible for lining their students up at the door before pickups/buses are dismissed. Students who are pickups will be released first and need to be the first ones at the door. Then the remainder of the students should be lined up in the order of the buses and the teacher will send each group of students one bus at a time out of the classroom when the bus is called via intercom. **Teachers need to make sure all students are ready to go at the end of the day so students aren't left in the building or lagging behind the other students who ride the bus.**

Please note: There will be some evenings that require certified staff attendance that are not on the district calendar for special events held at school. Certified staff is also expected to attend faculty meetings which will be held after school. These dates will be given to you throughout the year.

ASSEMBLIES

Assemblies are a regular scheduled part of the curriculum and as such are designed to be educational as well as entertaining experiences. They also provide one of the few opportunities in school for students to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. In live entertainment, unlike radio, television, or movies, the performers are very conscious of their audience. Teachers are to escort their individual classes to the assembly site. **All teachers should be seated with their classes and help each other supervise all students.** All teachers are required to attend assemblies, unless excused for good reason (prep period, etc.) and special teachers are urged to sit at various locations around the assembly.

AT-RISK

Some students may fall into the category of At-Risk due to difficulty with academics or behavior. Special classroom teachers will have scheduled time set aside each day to work with these students. Any classroom teacher who feels a student may need At-Risk should relay this information to the RtI Team. If it is deemed necessary for the student to be placed in At-Risk, the classroom teacher will agree upon a scheduled time for the student to attend At-Risk. Special classroom teachers will need to log At-Risk hours on each student using the At-Risk Log.

ATTENDANCE RECORDS (Student)

Attendance records are kept in the office. Your obligation is to report your absentees each morning by 8:05 a.m. via INOW and by sending the envelope with breakfast/lunch count, attendance, and lunch money to the office. Students arriving late to school must report to the office. Upon returning to the classroom, please check to make sure they have checked in at the office and the kitchen knows if they are eating lunch today.

Sometimes when children are absent they bring a note from home explaining the absence. These notes should be sent to the office each day and will be filed in the office. If you are aware of the reason for a student's absence, please contact the school secretary.

When a student shows excessive absences or exhibits a pattern of chronic absences, parents should be contacted and/or the office notified. It is the responsibility of the teacher to speak with the principal and/or the RtI Team about how best to serve the student.

These actions will be taken at the following benchmarks for unexcused absences per semester:

5 Days of Absence - Letter from the Elementary Office

8 Days of Absence - Letter from the Elementary Office

10 Days of Absence – Parent meeting/phone call with principal and/or RtI Team

20 days of Absence – Juvenile Referral will be made by principal

Students who must leave school during the school hours must be signed out through the office. Do not let parents/relatives take students from your classroom. Refer them to the office and the student will be called to the office. Do not allow a child to leave school with anyone during the school day without permission from the office. If parents or persons picking up a child come to your room or the playground area, please direct them to the office to sign that child out.

BEHAVIOR CLIP CHART

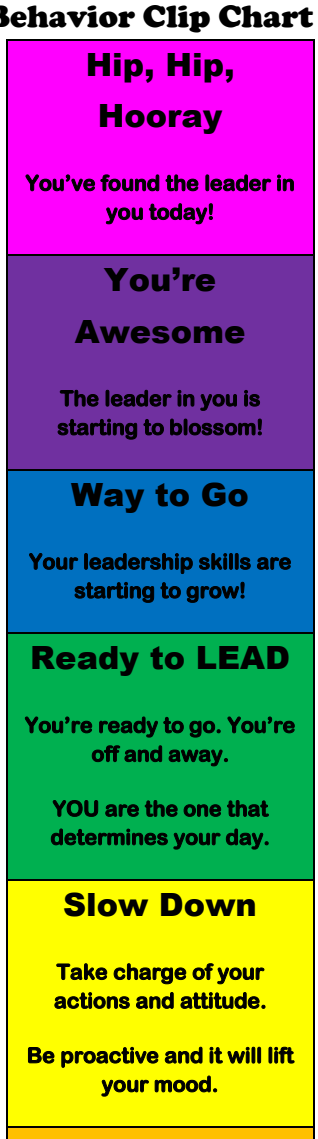
The Behavior Clip Chart is a simple behavior management strategy used with students. The chart consists of 7 sections with Ready to Lead in the middle with positive remarks above and guiding remarks below. On each side of Ready to Learn are clothespins with the names of the students.

Everyone begins each day on Ready to Lead. During the course of the day, the clothespins will move up and/or down the chart depending on the behavior choices of the students. Good behavior causes the clothespin to move up while inappropriate behavior causes the clothespin to move down the chart. Students move their clothespin only one level at a time. The first level below Ready to Lead is Slow Down. This is a warning for the students with no consequences. If we continue down the chart, the next level is Don't Give Up. This allows the teacher to decide what type of consequence to use. The last level is Think About It. If a student reaches this level, the teacher may contact the parent about the student's behavior and interventions for their child to correct the behavior. There is a Think About It form for students to complete when not following classroom rules.

Instead of moving down the chart, students can move up the chart for positive behavior. This can be done with individual students or with the whole class. Once students reach the top level, Hip, Hip, Hooray, they can continue moving up and off the chart. If students are able to move up again, they place their clothespin on the very top of the chart and receive a jewel/sticker for their clothespin. After five jewels/stickers, their clothespin goes on a Behavior Hall of Fame and they receive a new one. For students who move off the chart, their clothespins get clipped on the teacher's shirt.

Students' daily behavior is tracked using a behavior form for each day. This form is kept in students' Daily Folder/Leadership Notebooks.

The Behavior Clip Chart should match the example here using the same terminology and same colors.



BELL SCHEDULE
7:30 a.m. Students enter the school building

7:45 a.m. Students are released from gym to classrooms

7:55 a.m. Tardy Bell/Students are released from breakfast

8:00 a.m. Tardy Bell/School Begins

3:05 p.m. Dismissal Bell (12:25 p.m. Early Out Dismissal Bell)

BUILDING/CLASSROOM
When staff members note that equipment/building is damaged, either by intention or accident, they shall email the maintenance person directly. It is the duty of the staff members to supervise students so that damage to the school building, furniture, equipment, or other school property does not occur.

Housekeeping - Teachers should see to it that all unnecessary litter and paper is removed from floors and desks. Chairs should be put on top of desks and the desk tops should be cleared at designated custodial times (see custodian regarding specific times). **No sodas/food will be allowed in classrooms during class time without permission of the teacher.**

If you notice the computers/portable computer lab is out of order, email the technology person directly.

If you notice that a TV/DVD/VHS player is out of order, notify the librarian.

Teachers are responsible for the appearance of their classroom and to see that the room is properly ventilated and lighted. Special needs may occur that require maintenance or custodial assistance. In such cases, you must email the maintenance person directly. Teachers should lock all doors when leaving for the day.

Please note: no plug in air fresheners, candles, and/or candle warmers are allowed, per our insurance carrier. Also, make sure you are not blocking fire exits with classroom furniture/materials.

BULLETIN BOARDS/HALLWAY DISPLAYS
Please be sure to change/update your bulletin boards/hallway displays periodically. Student work should be displayed, along with the scoring guide. You are responsible for hallway displays as well as boards within the classroom. **Beginning in 2nd Grade, student work that is displayed should be free of all errors.**

BULLYING

The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation. Bullying is strictly prohibited on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is the intentional action by an individual or group of individuals to inflict intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting acts of bullying. Bullying, as defined in this policy, is strictly prohibited. Students are encouraged to report any incident of bullying which they have witnessed or incurred, by contacting their building principal. District employees are required to report any instance of bullying of which the employee has witnessed within two (2) school days of the occurrence. Employees shall report the occurrence to the building principal, who is the person the District designates to receive reports of incidents of bullying. A principal who receives a report of an incident of bullying shall initiate an investigation into the allegations within two (2) school days of receipt of the report. The principal may assign other employees to assist in the investigation, or request that the superintendent assign an outside investigator. The investigation shall be

completed within ten school days from the date of the written report of bullying unless good cause exists to extend the investigation. No employee or student who reports an act of bullying shall be subject to reprisal or retaliation for making such a report. Any person who engages in reprisal or retaliation against an employee or student who reports an act of bullying shall be subject to disciplinary action.

BULLYING INCIDENT REPORT FORM

If you have been the target of bullying or have witnessed the bullying of a District student, complete this form and submit to the building principal. Complaints against building principals should be submitted to the Superintendent. Complaints against the Superintendent should be submitted to the Board of Education. Reports of bullying will be investigated and disciplinary action will be taken as warranted.

Date Filed: _____ Time:_____

Name*: _____

Phone Number(s): _____

Indicate the appropriate response to the following with a check mark(s):

- You are a: _____ Student _____ Parent _____ Employee _____ Volunteer

Date(s) of alleged bullying: _____

Name of student(s) subjected to bullying: _____

Person(s) alleged to have committed the bullying or harassment: _____

_____

_____

Summarize the incident(s) or occurrence(s) of bullying as accurately as possible. Attach additional sheets or use back side of the form, if necessary.

_____

_____

_____

Names of Witnesses: _____

Have you reported this to anyone else: _____ Yes _____ No. If so, who? _____

_____

*Signature of Complainant _____

***Students have the right to complete this form anonymously. However, it will be easier for the District to investigate this matter if as much information as possible is provided. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning, or working environment. A complainant that falsely accuses someone will be subject to disciplinary action.**

This Section is for use of District Administration

Date Received by Principal:_____

Investigative Action taken: _____

_____

Result of Investigation/Action taken:_____

_____

Signature of Principal: _____

BUS RULES FOR STUDENTS

The school operates a busing system to transport students to and from school. All buses to school-sponsored activities are under the direction of a faculty member. Students will ride the bus to and from all activities unless released to leave with a parent, provided the parent has obtained approval of a sponsor/principal. The bus driver has the authority to enact and enforce any rules to insure the protection of all students riding the bus. Such rules may include but are not limited to:

1. The driver is in charge of the students and bus. Students must obey the driver promptly and respectfully.
2. Students must be on time. The bus driver follows a schedule and cannot be expected to wait for tardy students.
3. Students must wait until the bus comes to a complete stop and all traffic has stopped in both directions before crossing a road to board the bus. When crossing a road, students are to walk at least ten feet from the front of the bus to insure visibility of all boarding and departing students by the driver.
4. Unnecessary conversation with the driver is prohibited.
5. Classroom conduct is to be observed by students while riding the bus.
6. Students must not extend arms, head, or legs out of the bus windows or throw objects out of the windows.
7. Any damage to the bus must be immediately reported to the driver.
8. When leaving the bus, students must observe the directions of the driver.
9. The driver has the right to assign seats.
10. Students should board the bus in a single-file line. Pushing and shoving will not be allowed.
11. Students may not bring articles on the bus that are of an injurious or objectionable nature.
12. Food and drinks are not to be brought on the bus without permission of the driver.

Valley-R-VI Elementary may not accept phone calls for bus changes or pick-ups. We must receive written notification and parent/guardian signature for all transportation changes. Please include the date and classroom teacher's name on all notes.

When a student plans to visit his/her classmate after school, BOTH STUDENTS MUST BRING A NOTE FROM HOME GIVING PERMISSION TO VISIT. This prevents confusion and misunderstandings at school and in the homes involved. If the school cannot verify the wishes of both parents through notes, the students may be required to go home. Phone calls from school cannot be made.

CAFETERIA

Teachers will be required to take a breakfast and lunch count each morning to put in an envelope and place outside the classroom door in the designated file holder. An Office Leader will collect the envelopes. **THEY MUST BE IN THE DESIGNATED FILE HOLDER LOCATED OUTSIDE THE CLASSROOM DOOR BY 8:05.** PLEASE ENSURE YOUR BREAKFAST AND LUNCH COUNT ARE ACCURATE.

After eating breakfast, students will report to their classroom if it is 7:45 a.m. If before 7:45 a.m., students will report to the gym.

Lunch – The efficiency of our lunchroom schedule depends on following a strict schedule. Please do not alter the time schedule, as it will affect everyone. Students should be escorted to and from lunch by the classroom teacher. Please do not leave students unattended in the cafeteria. Be sure that a supervising teacher and/or the principal are present to oversee activities.

When bringing your class to lunch, please follow these steps:

1. Teachers are responsible for giving students who are eating a school lunch their lunch cards prior to entering the cafeteria. Students will place their lunch cards in the designated area before entering the lunch line.
2. Line your class up with lunch boxes at the front of the line and those eating a school lunch at the back of the line. Students who brought their lunch may take a seat at their assigned table.
3. Students will enter the cafeteria through the left door. They will be instructed to grab a milk, napkin, silverware, and the first tray they approach. They will depart through the door on the right. During this

process, you should monitor students ensuring they are getting all the items they need.

4. Classes will be seated at assigned tables. All students must sit with their class.
5. When instructed to do so by the duty teacher, the class will empty their trays into the trashcan and place their tray in the kitchen window. When they have cleaned their tray, they should line up quietly in a 10-line and wait to be dismissed.
6. Teachers are responsible for dismissing their students. Please have them clean up the area. It is your responsibility to make sure your students do not leave food/trash on the floor or on the table. Students are to walk in a "10 line" to their classroom. Talk with your students about where they should line up and how they should line up, as well as lunchroom manners and expectations.
7. **DO NOT BE LATE PICKING UP YOUR STUDENTS! FOLLOW THE SCHEDULE!**

While at lunch, students are expected to talk in a calm, quiet voice, Voice Levels 0-2. The students should be "triangle talking" which means they talk to the students directly around them, not students at other tables or students far away from them. All students will begin their lunch with a green cone. If a table/class is getting rowdy or loud, the staff on duty will remove the green cone leaving a yellow cone on the table as a warning. If the misbehavior continues, the yellow cone will be removed leaving a red cone on the table. At that point, the students at that table are in silence. Students who still have a green cone on the lunch table when leaving will have a letter added to their class. Once a class has spelled 'LEADERSHIP', the class will receive a Silver Spoon added to the display. Once a class has 5 Silver Spoons, the class will receive some type of incentive.

Lunch money – Lunch money may be submitted any day of the week. You have a form on which to report the lunch money to the office. Teachers should place the envelope in the designated file holder located outside the classroom door by 8:05 a.m. each morning following the Morning Message.

If your classroom is going on a field trip and will need sack lunches, please inform the cafeteria staff at least 2 weeks in advance.

BREAKFAST/LUNCH PRICES
Student Breakfast: 5 meals-$5.00/single meal=$1.00
Student Lunch: 5 meals=$8.75/single meal=$1.75
Adult Breakfast: 5 meals=$7.50/single meal=$1.50
Adult Lunch: 5 meals=$11.25/single meal=2.25
Extra milk- .25

CLASSROOM INCENTIVES

Classroom incentives are a great way to motivate students. Each teacher can develop a system that works for them (Fun Friday, quarterly incentives, etc.). However, please note that every time you schedule a reward, it takes away from classroom instruction. If you have more frequent incentives (Fun Friday), do not take more than 30 minutes each week. If you opt for a quarterly incentive, that incentive can be a longer event. Weekly/daily movies should never be used as an incentive. This simply takes too much instruction time.

CLASSROOM MANAGEMENT

Classroom management is different than discipline. Effectively managing your classroom is an essential part of maintaining control and discipline. An effective teacher manages a classroom. An ineffective teacher disciplines a classroom. The number one problem in the classroom is not discipline; it is the lack of procedures and routines. Classroom management deals with the procedures that you must establish at the beginning of the school year. Students must know how you want them to begin the day, pass in papers, sharpen pencils, line up, etc. Procedures must be rehearsed over and over again until the students do them automatically. When this happens, you have a routine.

Your procedures should be visible in the classroom. List step by step instructions so the students will know exactly what is expected of them.

Behavior Expectations for Common Spaces – There are behavior expectations for bathrooms, hallways, playground, cafeteria, etc. All staff must have the students follow these expectations. All staff must teach the students what those expectations are. The expectations will be given out prior to the first day of school.

Discipline Plan – Each classroom teacher should post a Behavior Clip Chart in their room. All teachers should post the given list of rules to follow. Discipline is concerned with how students behave. When all alternatives have been exhausted in the classroom, the teacher should ask the principal for help. **Before a child is sent to the office for constant misbehavior, teachers MUST have contacted parents, informing them of any behavior concern.**

From the beginning, know what you are going to do every minute of the day, quarter, semester, and year, and do it! Students must be shown respect and you must expect it back from them. The key to maintaining classroom control is respect. BE CONSISTENT!

Minor discipline cases are best handled by the teacher. If trivial items are referred to the principal, his/her effectiveness for problems of a more serious nature will be lessened and children soon become aware of the ineffectiveness of the classroom teacher. If there comes a situation where a child needs to be removed from the classroom, call the principal for assistance.

If you get to a point that you and/or the student need a break, please make arrangements to send the student to a buddy room. A buddy room is another teacher's classroom. In that classroom, there should be a place for the child to sit and think about what they have done or cool off. This is sort of a "time out". You may want to have the student complete a Think Sheet—a reflection on why they were sent to the classroom. A buddy room could be last year's teacher. If, upon returning to the classroom, the misbehavior continues, feel free to call parents and send a discipline referral to the principal.

Discipline is not a group matter. A whole room should not be punished for the misdeeds of a few. Please remember to talk with a student individually, instead of humiliating them in front of the entire class.

All classroom teachers should show respect to all students. Fairness should be practiced—do not play favorites. Children should be taught and shown how to take responsibility for the choices that they make. One of the biggest mistakes a teacher can make is getting into a power struggle with a student. DO NOT ENGAGE! Simply state what it is you want the child to do, then walk away. After a fair amount of time, go back to the student and repeat your expectation. If it is possible to give a choice, do that. That will help the student maintain some form of control over the situation. Example: Instead of, "I need you to work on your spelling," state, "I can see that you are still not working on your spelling. You can choose to work on it now, or at recess. It is your choice."

Throughout this entire process, parent communication is a must! No discipline referral should come to the office without first having contacted the parent. The only exception to this rule is violence, sexual misconduct, or other severe behavior. Use your common sense and remember, every time you send a student to the principal, it could lessen your effectiveness in the student's eyes. There is a Phone Log for you to use to document your phone calls to parents. **KEEP COPIES/LOGS OF ALL CONTACT BETWEEN YOU AND PARENTS.**

Consequences should be appropriate to the infraction and should support our philosophy of discipline. We want children to learn from their mistakes as opposed to punishment.

It is the intention of the principal to support every staff member. Make sure that he/she can support the decisions you make by following the philosophy, policies, and procedures of the school district.

CLASSROOM NEWSLETTER

Each grade-level is expected to develop and send home a newsletter for parents each week. The newsletter should include pertinent information specific to your grade-level. Examples include: upcoming activities, lessons, spelling words, celebrations for good work, items needed for the classroom, etc. **A COPY OF THIS NEWSLETTER SHOULD BE GIVEN TO THE BUILDING SECRETARY AS WELL.**

CLASSROOM RULES

All classrooms will use the same set of rules with students. All rules need to be posted in your classroom. The rules are as follows:

RULES
Rule 1: Follow directions quickly.
Rule 2: Raise your hand for permission to speak.
Rule 3: Raise your hand for permission to leave your seat.
Rule 4: Make smart choices.
Rule 5: Keep your dear teacher happy!

How can we follow rules 4 & 5?
Have Viking PRIDE!
Positive - Think win-win. Be positive, pleasant, helpful, and courteous. Keep negative comments to yourself.
Respect - Seek first to understand and then to be understood. Respect yourself, respect others, and respect your school. Keep your hands, feet, and objects to yourself.
Integrity - Be an honest person and always tell the truth!
Discipline - Be proactive and in charge of yourself and your actions. Synergize-Be willing to work with anyone. Use the correct voice level. Share with others.
Effort - Put first things first. Begin with the end in mind. Pay attention, listen carefully, and always do your best!

COMMUNICATION
Announcements – Staff members wishing to have announcements made in the morning message are to hand them to the office secretary in written form prior to 7:45 a.m. The morning message will be read over the intercom at 8:00 a.m. each day.

Confidentiality - All Valley R-VI personnel are required to keep all confidential matters pertaining to and including personal information about students and staff within the confines of the educational institution. A breach of confidentiality regarding the school setting may result in legal action or termination.

Email – Check your email daily on your prep period and before leaving for the day.

Letters – Letters sent home to parents must have a copy provided to the principal as well and be approved before distribution to students. **A COPY OF A CLASS NOTE/LETTER SHOULD BE GIVEN TO THE BUILDING SECRETARY.**

Mail Boxes – The mail boxes are located in the central teachers' lounge. Please check your mail box in the morning and during your last prep period of the day. **DO NOT SEND STUDENTS TO PICK UP YOUR MAIL, AS THE MAIL BOXES MAY CONTAIN CONFIDENTIAL INFORMATION**.

Telephones – There are telephones located in the office. Use your prep period to make and receive phone calls. Informing others of your prep period will help considerably. Teachers will not be called from class to receive phone calls unless it is an emergency.

Weekly Newsletters – The principal will send weekly newsletters to staff via email toward the end of each week. This newsletter will contain information for the upcoming week, as well as current reminders. It is very important you read the newsletters as they will contain information that may apply to you.

COMMUNICATION WITH STUDENTS BY ELECTRONIC MEDIA
Employee personal communication with students, in all forms including oral and nonverbal shall be appropriate and consistent with Board policy. Personal communication shall be deemed to be inappropriate if such communication is sexual in nature; is sexually suggestive; suggest romantic activity with student or students; or is otherwise inconsistent with Board policy. Violation of this provision will result in disciplinary action up to and including dismissal.

Communications between employees and students will be primarily direct, oral or written in nature. Employee's communication with students and/or teacher's electronic media must be made available to the student's

parents/guardians. While the employee need not notify their building principal of the content of the electronic communication, the employee must notify the principal, in writing, of the date and time of the communication and the identity of the student with whom communication occurred. Such notification is not required where the communication is between the teacher and his/her children or siblings.

The District does not have sufficient staff to monitor every communication between employees and students and does not, therefore, commit to monitoring such communication. Nonetheless, where there is reason to believe that an employee has inappropriately communicated with a student(s) they may require the teacher to provide access to the specific communication in question. The District will provide official electronic media which may be utilized by employees for communication with students for dissemination of school related information (i.e. homework, practice schedules, supplemental instructional material).

COMPLIMENT GOAL/INCENTIVE

Each grade-level classroom must have a compliment goal/incentive in place. This will help us as a staff to focus on the positive. Every time your class receives a compliment, an addition will be added to the goal. Example: Add a coconut to the coconut tree. Once the goal is met (25 coconuts on the tree), the class will receive some type of reward/party to be determined by the teacher. With the compliment goal, nothing is taken away. The class only receives additions to the goal when a compliment is received.

CONTRACTS

All teachers are to have on file with the Superintendent the following:

1. An up-to-date transcript of college credits
2. A valid teaching certificate
3. Withholding tax exemption certificate (state and federal)
4. Retirement number
5. Social security number

A suitable replacement must be placed under contract before a teacher may be released from a contract. Breaking the current contract without meeting this requirement may result in serious consequences.

Job descriptions for personnel employed in each curricular area are on file in the principal/Superintendent's offices. These are available upon request.

COPIES

Please prepare all of your copies ahead of time. The secretary has a huge job and it is difficult to stop and make copies for you. There is a copy machine in each location: Dome D workroom, office, and central teachers' lounge.

CURRICULUM EXPECTATIONS/YEARLY PLANS

Each year, teachers will be provided with a list of objectives for each subject area they teach. It is the responsibility of the teachers to ensure all of the objectives are taught in a timely manner during the school year. **THE YEARLY PLANS MUST BE FOLLOWED TO ENSURE ALL OBJECTIVES ARE TAUGHT.** Frequent assessments of the objectives need to be conducted throughout the school year to check for student understanding.

DAILY SCHEDULES

Every teacher should post a classroom schedule in the room and follow the master schedule given to you.

DISCOVERING NEW LEADERS DISPLAY

From time to time, students will be recognized by staff and other students for their leadership qualities. Those doing the recognizing will complete a Discovering New Leaders Shield with the name of the student, name of the teacher whose class the student is in, a short description of what the student did, and who discovered the leader. The Discovering New Leaders shields will be announced over the Morning Message. The shields will be placed in the teacher's mailbox for the teacher to sign and give to the student. The student should take home the shield and have a parent/guardian sign it, and bring it back to school to be placed on the ship in the cafeteria.

DRUG FREE WORKPLACE

The unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as a part of school activities is strictly prohibited.

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students and to other employees. Employees, who display physical manifestations of drug or alcohol use while on duty, may be subject to drug testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution. Employees may also be required to satisfactorily participate in rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy. Employees who are convicted of a drug offense which occurred on school premises or while on duty must notify the Superintendent of their conviction. Notification must be made by the employee to the Superintendent within five (5) days of the conviction. Within ten (10) days, the Superintendent will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency. The District will institute a drug-free awareness program to inform employees of:

1. The dangers of drug and alcohol abuse in the workplace.
2. This policy of maintaining a drug-free workplace.
3. Available counseling and rehabilitation.
4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

On the basis of medical certification, employees with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverages that are provided for under group health and medical insurance policies. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as for all other medical records.

The District's responsibility for chemical dependency is limited to its effects on the employee's job performance. If the employee violates this policy, refuses to accept diagnosis and treatment, or fails to respond to treatment, and performance is adversely affected, the employee will be subject to employment action in proportion to the performance problem. Implementation of this policy will not require or result in any special regulations, privileges or exemptions from the standard administrative practice applicable to job performance requirements.

Upon the request of the Department of Elementary and Secondary Education or an agency of the United States, the District shall certify that it has adopted and implemented the drug prevention program described in this policy, in the form required by such agency. The District shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced.

DYSLEXIA SCREENING

Practicing teachers will receive two hours of in-service training during the 2018-19 school year regarding dyslexia and related disorders. Teachers employed by the District in subsequent years, who have not received this training in another district will be provided the same training by video or by in-person training. Such in-service training should include: Introduction to dyslexia and dyslexia simulation; Key areas of literacy and reading intervention; Screening/progress monitoring, data-based decision-making, fidelity and classroom supports. Training for secondary-level staff will be tailored to the unique needs of secondary students.

EMERGENCY DRILLS

All emergency procedures should be posted by the classroom door. Teachers should instruct their classes in the proper procedure for emergency drills. It is important to review the procedure throughout the school year. Teachers will normally be alerted when we are planning a test. Remember to take your grade book to count students.

Fire Alarm – Teachers should lead their students from the building when the fire alarm sounds. Take grade books and proceed in an orderly fashion to the designated area. Once there, teachers should take roll and keep their class together pending further instructions.

Tornado – Be familiar with the instructions posted in the room. Review these with the students.

Earthquake – Immediately take cover under anything that will provide some measure of protection from falling objects. Immediately after the crisis, calmly evacuate the building, following the procedure for a fire drill. If people are hurt and/or trapped in the room, the first order of business is to get everyone else to safety, then notify the administrator that people are hurt or trapped and their location. Keep your class together pending further instructions. Stay away from power lines, poles, trees, and buildings. Utilities should be shut off, and no one should re-enter the building unless it has been declared safe.

Intruder – All exterior doors should be locked throughout the day. Lock your classroom door, turn off the lights, and have the students hide in a designated area in the classroom.

END OF YEAR CHECKOUT

Before the end of the school year, you will be required to meet with the principal regarding the end of the year checkout. A meeting date will be set and you will need to make sure all items on the End of the Year Checkout Form are completed prior to the checkout meeting. **ALSO, YOUR CLASSROOM SHOULD BE PACKED AWAY. DO NOT LEAVE LOOSE ITEMS LYING ON TOP OF FURNITURE.**

FAMILIES

Faculty should not have their children in the room with them during instructional time, unless it is an emergency and for a limited time. If you have a need, please discuss it with the principal.

FIELD TRIPS

All off-campus field trips must be approved in advance by the principal. Each grade level must decide on a grade level field trip. A Transportation Request must be turned into the principal a month in advance of the field trip. Teachers should have a complete itinerary to be sent home with students with a permission form. NO student may leave campus without a signed permission slip. Signed permission slips must be on file for students when activities require an absence from the school. Students **MAY NOT** call to ask permission to attend field trips or special events. A note signed by the parent will suffice as a permission slip as long as it has the date, parent signature, and states that the parent gives permission for the child to go to the specified location.

Field trips and activities are scheduled to be an extension of the school curriculum. All students must ride the school bus to and from the trip. **ONLY PARENTS/ADULTS WHO HAVE PASSED A BACKGROUND CHECK are allowed to attend the field trips, but may not ride the school bus.** Parents and adults who attend a field trip may not bring other children. Parents or adults who attend are expected to follow the direction of the teacher and follow all school rules. No adult should be left alone with a group of students. Please have all groups stay together with the teacher. All adults are to be a model for the students. All adults must stay with their assigned group and no one is allowed to curse, smoke, or drink alcohol on the field trip.

Students should be aware that field trips are an extension of school and therefore all rules apply. There is a great deal of responsibility on the teacher involved with a field trip. If you are concerned about a student attending a field trip, please discuss the matter with the principal. Before a decision is made to exclude a child from the trip, parent contact regarding the student's behavior must have been made and stated that he/she may not be able to attend the field trip if the behavior doesn't improve (give specifics). Students and parents must be given an opportunity to improve before the field trip is taken away. Please be conscious of your responsibilities for supervision on the trip, including the bus.

A COPY OF THE FIELD TRIP PERMISSION SLIP MUST BE GIVEN TO THE BUILDING SECRETARY AND SHOULD CONTAIN THE FOLLOWING INFO:

- Date and Times of Trip including bus departure and arrival to school
- Trip Agenda
- Location and Address of Trip
- Any Other Important Information such as dress, location of lunch, etc.
- Section for parents to remove to send back to school with name of student, signature of parent, date, as well as a place for parents to mark whether their child will be providing their own lunch, eating a school lunch, and will need a white or chocolate milk.

- Section for parents to list the adults who plan to attend the field trip.
- Also include note of the following:
    - **ONLY PARENTS/ADULTS WHO HAVE PASSED A BACKGROUND CHECK MAY ATTEND THE FIELD TRIP.**
    - Adults attending the field trips need to list the names of those planning to attend on the permission slip. Teachers will be provided Visitor Pass labels to give to the adults attending the field trip.
    - Parents MAY NOT ride the bus, but must provide their own transportation.
    - All students must ride the school bus to and from the trip as it is an extension of the school curriculum.
    - **FIELD TRIPS ARE ONLY FOR STUDENTS CURRENTLY ENROLLED IN VALLEY R-6 ELEMENTARY. NO OTHER INFANTS, PRESCHOOLERS, OR OTHER STUDENTS SHOULD ACCOMPANY ADULTS ON FIELD TRIPS.**
    - Parents who attend are expected to follow the direction of the teacher and follow all school rules.

FIRST TWO WEEKS OF SCHOOL

Teachers and staff are to spend up to the first 10 days of school (depending upon the grade level taught) teaching students the routines of each day and the 7 Habits of Happy Kids.

FORMS AND REPORTS

All forms and reports that you will need will be emailed to you at the beginning of the year. Please save these forms to a folder on your computer or jump drive so you will have them. If in the event, you do not have access to a form, please email the principal or secretary and they will send you the form you need. **PLEASE USE THE MOST CURRENT/UPDATED FORMS AS FORMS ARE UPDATED ANNUALLY—CHECK THE YEAR ON THE FORM BEFORE USING IT!**

FUNDRAISING

The Smart Snacks in School standards published by the USDA (United States Department of Agriculture) prohibit at school the sale of foods and beverages that do not meet their nutrition requirements. This means that fundraisers selling food products that can immediately be consumed can no longer be sold at school during school hours. This includes the sale of items such as candy, soda, beef jerky, etc. The standards do not apply during non-school hours, on weekends, and at off-campus fundraising events. Fundraisers that sell pre-packaged items that must be prepared later, such as pizzas, are still permitted to be sold at school.

GOALS

Students will develop (with the teacher's help) an academic and a personal goal for each quarter. These goals will be kept in their Leadership Notebooks where they will track how well they are doing to meet their goals. When a student has met their goal, they will create a new goal (with the teacher's help). If the goal has not been met, they will continue with the same goal.

Teachers need to ensure the goals of students and the teacher are specific and measurable. Students should define 1 or 2 action steps and help students choose measures that will help them reach their ultimate goal. This process begins by determining a "lag" measure such as increasing a reading level or increasing a test score. Next, the "lead" measure must be determined. This measure will help students achieve the "lag" measure.

A "lead" measure is something that helps students have better achievement on an assessment. A "lag" measure is the test assessment. We want students to focus on "lead" measures because they have a laser focus on these daily/weekly and learn that their actions can lead to accomplishing a goal and to increased learning.

Example: A strong goal might be something like "X percentage of students will achieve their individual reading (or math) goal each quarter" or "X percentage of students will show growth on their individual math or reading goal each quarter". The teacher will help determine what each student needs to focus on to get better: letter sounds, sight word mastery, math fact fluency, guided reading book practice at home, reading in different genres, amount of time spent reading per night or practicing math facts per night, etc. These are all example of "lead" measures and are something that predicts making the goal. Once the category is identified, select a growth goal for each child rather than a one-size-fits-all goal for all kids (example: Mia will set a goal to read 115 wpm; Jose will set a goal to read 130 wpm). Next, the action each student will take must be determined (example: Mia and Jose will practice timed

reading 5 days a week for 20 minutes at home). Use a simple tracker like a calendar for students to track their reading and/or math at home. This will provide students with a visual for them to track their progress and/or to help them change their behavior if they are not following through.

Goal setting is about helping students learn how to set measurable goals, track their action steps, and see the impact they can create towards that goal. It's also about growth and progress for each child so they can see his/her worth and potential.

Individual classrooms will develop class goals that they will chart and track in their classrooms for the students to be able to see. This should be charted each week so students can see their progress. Teachers will keep the same goal all year increasing the amount each quarter.

Grade-levels will work together and develop a grade-level goal that will be charted and tracked on a hallway bulletin board. This should be charted each week so students can see their progress. Grade-levels will keep the same goal all year increasing the amount each quarter.

A school-wide goal will be set by the principal and teachers and will be charted and tracked on a central hallway bulletin board. The principal will maintain this chart so students can see the progress. The same goal will be kept all year.

In order to achieve measurable results school-wide, all of the goals should cascade down from the school wide level to the grade level, classroom, and student leadership notebooks.

GOLDEN BROOM INCENTIVE

For classrooms that have a clean room (meeting custodian expectations) for the month/quarter, those students will receive a golden broom award to hang outside their classroom.

GRADING AND REPORT CARDS

All teachers should keep an accurate record of each student's progress during the school year. Each teacher is responsible for keeping current on the grading.

Progress Reports will be sent home every 3 weeks. Please follow the schedule provided to you.

Report cards will be sent home following the end of each quarter. These grades should reflect the overall grade a student has earned for that quarter. Attendance records and special class grades will be provided to the classroom teacher.

SPECIAL TEACHERS SHOULD SUBMIT GRADES TO THE CLASSROOM TEACHERS AT LEAST 3 DAYS IN ADVANCE OF THE DATE THE PROGRESS REPORTS/REPORT CARDS ARE TO BE SENT HOME.

The following is the grading system for the elementary school:

Students in Grades K-2 will be receiving grades using the following guidelines:

S	Secure: The student shows independence with concepts and consistently applies knowledge.
D	Developing: The student shows some evidence of this skill, strategy, or behavior and gradually increases proficiency and use.
N	Not Yet: The student's work does not show evidence of this skill, strategy, or behavior at this time.
NA	Not Assessed: This outcome was not introduced or assessed during this marking period.

Students in Grades 3-6 will be graded on a traditional A-F grading scale. The designated percentages for obtaining the letter grade follow:

A	96-100
A-	90-95
B+	86-89

B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D+	66-69
D	63-65
D-	60-62
F	0-59

Letter grades will be given for every subject area in Grades 3-6, with the exception of Handwriting, which will receive a + or -.

All students in Grades K-6 will be given a mark in the area of conduct using the following guidelines:

+	Satisfactory
-	Unsatisfactory

THE ADJUSTED GRADING SCALE IS TO BE USED IN THE REGULAR CLASSROOM FOR STUDENTS WITH AN I.E.P./I.A.P./504 Plan

A student whose education is guided by an I.E.P. and who is mainstreamed into the regular classroom will be graded by an adjusted grading scale if the following criteria are met:

1. The student's I.E.P./504 states his/her grade will be determined by the adjusted grading scale.
2. The student will do the work of which he/she is capable, as determined by his/her I.E.P./504 team.
3. The student will complete homework assignments and tests that are given to all other students in the regular classroom. Some modifications may be written into the I.E.P.
4. The I.E.P. team members (the student, a parent, teacher(s), special education teacher, special education coordinator) must agree that use of the adjusted grading scale is justified.

Students and parents should not be surprised when they receive quarter grades. Please keep them informed and up to date about progress or lack thereof.

Since grades are a reflection of what students know/don't know, grades should be taken from work finished in class, not from homework.

It is our belief that grades should reflect what a student knows. Therefore, things that inflate or deflate grades will not be included in the grade book. Your grade book should not include penalties for late work and /or extra credit.

GUIDED READING GRADES K-3 BEST PRACTICES

BEFORE READING

- Choosing or allowing students to choose just-right text to match interests and instructional level of the children
- Building background knowledge through discussion and/or picture walk
- Taking a picture walk or reading the blurb on the back cover to preview and predict
- Varying the amount of teacher support during a picture walk depending on the needs and level of the students
- Generating "I wonder" statements to extend comprehension
- Giving the students a purpose for reading prior to independent reading. For example, "Read to find out if he was clever," "When you are finished, tell me if this story is real or make-believe," "Read to answer "I wonder questions," etc.
- Modeling and encouraging text-to-text, text-to-self, and text-to-world connections, questioning, visualizing, determining importance, inferring and/or synthesizing
- Discussing characters and setting
- Reinforcing the title page and making story predictions based on the title
- Reviewing "Good Reading Strategies" prior to reading

- Pointing out and discussing vocabulary and "tricky words" prior to reading
- Connecting word work or skill lesson to text
    - Chanting the alphabet, blends, chunk chart, or
    - Flashing chunk flash cards as a reading warm-up

DURING READING

- Challenging students to read for a specific purpose
- Taking a running record or miscue analysis of a "spotlight child" and recording strategy use and teaching implications
- Using encouraging and supportive voices as spotlight child reads
- Supporting with an appropriate cue if child is hopelessly stuck and has tried a strategy or two
- Waiting to coach for an error until the child has finished reading the passage/paragraph unless necessary for ongoing comprehension which allows the child opportunity to self-correct for meaning
- Checking in on the other students who are reading independently after completing the running record on the spotlight child.

AFTER READING

- Discussing miscue errors after student has completed the passage (unless necessary for on-going comprehension)
- Encouraging students to "turn and talk" to partners to demonstrate understanding of and accountability for previously set purpose for reading
- Confirming predictions and "I wonder" statements
- Requiring students to retell using the DRA scoring guidelines
- Encouraging children to reread the story to a friend for fluency
- Putting completed stories in browsing boxes or bags for independent reading
- Using Reading Response Journals or graphic organizers to allow processing
- Asking "spotlight child" to name a Good Reader Strategy that helped him/her that day
- Asking students to reflect on reading, "Was this book easy, just right, or hard?"

MORE SUPPORTIVE BEST PRACTICES

- Students (K-2) rotating independently between literacy corners, independent seat work, and independent reading
- Literacy corners (K-2) offer practices for previously taught literacy and skills across the curriculum (math, science, social studies, poetry, spelling, computer, writing, sight words, alphabetical order, etc.)
- Students have browsing boxes or book bags with books at both independent and instructional reading levels for reading for fluency and independence
- Good Reader Strategies are posted near the guided reading area
- Alphabet, blends, and chunk charts are displayed in the rooms
- Word walls are being used appropriately
- Supplied for word work are at your fingertips
- Retelling Chart is displayed
- Comprehension Strategy definitions are displayed
- Seatwork is directly related to practicing a skill recently taught
- Reading at home is encouraged and supported
- Guided MAP practice with small groups of students who need you the most
- Students are reading independently for longer and longer periods of time
- Classroom libraries are organized in INTEREST tubs/baskets and categorized by genre, specific topics, award winners, favorite authors, etc.
- Students are allowed time to process information as they "turn and talk"
- Reading Response through journaling, sticky notes, etc. hold students accountable for independent reading
- You are meeting on a daily basis with the students who need you the most even though they may receive other reading support
- Anecdotal recording systems (running records or miscue analysis forms) are developed and at your fingertips

GUIDED READING GRADES 4-6 BEST PRACTICES

The NUMBER ONE best practice of Guided Reading is meeting daily with small groups of students who are reading in similar guided reading levels.

The NUMBER TWO best practice of Guided Reading is meeting every single day with the students who need you the most.

BEFORE READING

- Giving the students a purpose for reading prior to independent reading. For example, "Read to find out…," "While you are reading, put a sticky note on the passages where you were able to infer…," "Find examples of how the character is feeling or changing," etc.
- Pointing out and discussing vocabulary that would affect understanding and visually "tricky words" prior to reading
- Modeling and encouraging text-to-text, text-to-self, and text-to-world connections to establish background schema
- Discussing characters and their traits as a result of teaching the Character Unit of Study
- Reviewing "Good Reader Strategies" prior to reading
- Encouraging predictions based on cover, title, previously read chapters, etc.
- Connecting word work or skill lesson to text when applicable

DURING READING

- Challenging students to read for a specific purpose which leads them to understanding the big idea of the story line
- Encouraging students to use sticky notes to find purpose for reading, for example: main idea, character traits, etc.
- Utilizing a miscue analysis anecdotal record form of a "spotlight child" and recording teaching implications for the mechanics of reading as well as for comprehension observations
- Using encouraging and supportive voices as "spotlight child" reads
- Coaching with an appropriate cue if spotlight child is hopelessly stuck and has tried a strategy or two
- Discussing miscue errors after student has completed the passage (unless necessary for ongoing comprehension)

AFTER READING

- Confirming predictions and answering "I wonder" questions
- Directing students to "turn and talk" to discuss sticky note placement and share points of view about the shared purpose of reading
- Using Reading Response Journals and/or graphic organizers as accountability tools to check comprehension
- Reinforcing "Reading Comprehension Strategies" such as inferring, visualizing, questioning, determining importance, and summarizing
- Asking students to reflect on reading, "Was this book easy, just right, or too hard?"

MORE SUPPORTIVE BEST PRACTICES

- Including modeling, guided practice, and independent practice components in lesson plans
- Connecting the comprehension lesson to content area information
- Allowing students time and opportunity to interact with each other as they process the information
- Reviewing definition of the comprehension strategy before beginning the lesson
- Using quality literature to reinforce your lesson objectives
- Holding children accountable for a product that shows understanding
- Teaching children explicitly how to use the text structures in nonfiction texts
- Weaving specific comprehension terminology such as questioning, determining importance (main idea), inferring, and making connections into conversations
- Using graphic organizer resources from researched-based authors, such as Linda Hoyt's Make It Real, Gay Su Pinnell's Guiding Readers and Writers 3-6, etc.
- Teaching children how to participate in lively, but deeply thoughtful literature discussions
- Writing a Character Sketch after reading to grab attention of future readers

BEST PRACTICES IN YOUR CLASSROOM MANAGEMENT

- Students are reading independently for extended periods of time
- Some of your classroom libraries are organized in INTEREST baskets/tubs and categorized by genre, specific topics, Newberry Award winners, favorite authors, favorite series, etc.
- Students are involved as librarians and take responsibility for properly re-shelving books
- Reading Comprehension Cue Cards are posted in all classrooms and are near the guided reading table
- Reading Anchor Charts still visible in classrooms
- Reading Response Journals are being utilized for student accountability and for reinforcement of the comprehension strategies
- Seatwork is directly related to practicing a skill recently taught
- Miscue Analysis, comprehension retell, and resulting teaching implications for a "spotlight child" are incorporated into daily guided reading groups
- Anecdotal recording systems are developed and are at your fingertips for reading observations
- You are meeting on a daily basis with the students who need you the most and they are receiving reading support from the reading specialist
- Students are matched to books that are appropriately leveled and are of interest to the students

HALL PASSES

Hall passes should be used by all students when not in the classroom. Faculty should continually monitor the use of passes from their classes and students in the hall. For students who abuse their time out of the classroom, it is a good idea for the student/teacher (depending on grade level) sign in/out on a clipboard noting the destination (bathroom, library, office, nurse, etc.) and the time signed out and in. Hall passes should be implemented as follows:
2-Bathroom passes (1 boy & 1 girl)
1-Library pass
2-General pass
No more than 5 students gone at a time

HALL RULES

Please review these rules with your students.

1. Students riding the bus or being dropped off out front in the mornings must enter the main doors. If eating breakfast, they will go to the cafeteria. If not eating breakfast and if it's before 7:45 a.m., students will go to the gym. If arriving after 7:45, students will go to class.
2. Students being dropped off around back must enter through the bridge entrance doors. If eating breakfast, they will go to the cafeteria. If not eating breakfast and if it's before 7:45 a.m., students will go to the gym. If arriving after 7:45, students will go to class.
3. No one should be anywhere without a pass.
4. Students are not allowed to wait in the hallways or on the sidewalks for other students to arrive.
5. One student per pass.
6. Five passes per room—2 general, 2 bathroom, 1 library.
7. All students are expected to follow the common behavior expectations that will be given prior to the first day of school.
8. When walking the class to and from lunch/specials/recess, or anytime you are in the hallway, students should be in a "10 line". This means students are lined up (in one straight line) and no one is talking. Please make sure to teach the 10 line to your class and make sure you are consistently monitoring this throughout the year.
9. Students should NEVER open any door for someone. Everyone needs to be buzzed in through the main doors. Please make sure to go over this expectation with all of your students.

HEALTH SERVICES

The office of the school nurse is located in the main office. Cumulative health records are maintained for all students, which include their immunizations, history of diseases, results of testing at school, physical examination results, and other health information. All students sent to the nurse should have a general pass from the classroom teacher, as well as a Nurse Slip. If emergency care is needed, report to the office via intercom or send a student for help. It is better to err on the side of caution than to not take action. Incident Report Forms are available in the nurse's office and should be promptly returned.

HOMEWORK
Students are expected to complete their assignments in class independently. Only assign what can reasonably be done in the amount of class time you have remaining.

Any homework sent home should be for practice and should take no longer than 30 minutes to complete. Homework must have a purpose—review and practice of a skill and/or help promote study and organizational skills. Homework should be assigned based on student need and ability. The teacher should identify the purpose of the homework and communicate that purpose to the students.

Homework should ALWAYS receive some form of feedback (stickers, comments, conference), but should not be recorded as a grade, as it does not reflect a child's independent work.
All teachers/students (depending on grade level) should write the assignments in a planner/folder. If an assignment isn't finished or it is homework, the teacher should circle or star (indicate in some way) so that the parents know what their child has for homework. THIS PROCESS MUST BE COMMUNICATED TO ALL PARENTS.

Students should not be penalized due to parent's behavior. If a parent does not sign the planner because they were working or because the child was in trouble, do not punish the child. Again—be flexible—be understanding.

Guidelines for parent involvement with homework—Parents should not do homework for the children. Parents should be facilitators. If their child does not understand, they should ask their child questions about what they did in class and ask their child about the process.

I-READY/READY
I-ready/Ready will be a new program that will be implemented at the elementary. The program will consist of assessment tracking, lesson plans, interactive learning, computer lessons, and core standard based instruction centered around the Missouri learning standards. Adaptive diagnostics will help track the progress and growth of students from the time they enter the program to the time they leave. This program will be able to help teachers identify students that are lacking in certain content areas and give teachers resources to help teach those students using differentiated instruction.

INCIDENTS/INJURY
Anytime a student or adult is injured, the office should be notified, as well as the nurse. Do not move the student or adult if the injury seems severe. Incident Report Forms are available in the Nurse's Office and should be completed as promptly as possible. It is better to err on the side of caution instead of getting a phone call from a parent. Send the student to the nurse if you have any doubt. Should a staff member be injured, it will need to be reported immediately.

INCLEMENT WEATHER
During the winter months and other unforeseen situations, it is often necessary to dismiss school. Whenever possible, teachers will be informed before leaving school. However, alerting the staff is not always possible. A weather chain will be provided to the staff to alert each other of school cancellations. Make sure to call the designated person that is below you on the weather chain. If that person is not available, call the next person on the list so that the chain is not broken. Once the process of the weather chain has been started, an announcement of school cancellations will be given on radio station KTJJ/television channels 2, 4, and 5. TextCaster messages will also be sent to those signed up to receive such messages.

INSURANCE OBLIGATION
It shall be the policy of the Valley R-VI School District to pay group hospitalization insurance and group life insurance for all certified and non-certified personnel up to the amount of $200 per month.

Certified personnel who retire as members of the Valley R-VI staff shall be given the option of maintaining, at their own expense, the group hospitalization insurance as a member of the group

Certified personnel who meet the above guidelines and wish to maintain this coverage must make application to the Superintendent's office at least 30 days before completion of their contract of this final school year as an active staff

member. Payment of the first month's premium must be paid at the time of application. This is to ensure that there will be no interval period of time of non-coverage between the first day of retirement and coverage for hospitalization.

Payment of insurance premiums shall be the responsibility of the retiree wishing such coverage. All such payments shall be made to the Secretary to the Superintendent at least 30 days in advance of the premium period. Failure by the retiree to make payment within the specified time, unless in case of extenuating circumstances or prior arrangement with the office of the superintendent, shall be cause for cancellation of coverage and removal of the retiree from the district's current group policy.

Teachers should check with the office when a student arrives late to assure all proper procedures have been followed.

JOLLY PHONICS

Grades K-1 will teach phonics and Grades 2-4 will teach grammar using the Jolly Phonics program. There are workbooks and other resource materials to use when teaching this program to students.

KEYS

Teachers will be supplied with keys to their rooms and to the exterior building doors. All keys will be the responsibility of the teacher. At the end of the year, you may choose to keep your keys if returning to the district. Upon leaving your employment position at the district, your keys will be turned in at the end of the year.

LEAD DAY

The first Wednesday of every month will be considered Lead Day. This will take the place of Lead Time on Fridays. On Lead Days, families that are created with the students will meet up and go over their leadership roles and learn a lesson over one of the 7 Habits. A scheduled rotation will be developed for the parents coming into observe those days.

LEADERSHIP ASSEMBLIES

Each month (September-April) there will be a Leadership Assembly. The assemblies will be conducted as follows and the habit will be determined by the Habit of the Week:
September –led by 6th Grade
October –led by 5th Grade
November –led by 4th Grade
January –led by 3rd Grade
February –led by 2nd Grade
March –led by 1st Grade
April –led by Kindergarten

LEADERSHIP CLASSROOM CHECKLIST

Create a classroom culture that encourages every child to be a leader.

- Post the 7 Habits with kid friendly definitions
- Post the Classroom Mission Statement inside and outside the classroom
- Shake hands with students as they enter the room
- Assign a student to be a Greeter Leader (to greet anyone that comes to the classroom)
- Use leadership language in lessons weekly and as often as possible in normal interaction
- Help students create and use Leadership Notebooks to track their goals and progress
- Hold Student-Led Conferences and let the students review their goals and successes with their parents

LEADERSHIP NOTEBOOKS/DAILY FOLDER

All students will have a Leadership Notebook/Daily Folder that will contain their personal and academic goals and tracking charts for their goals. Items included in the Leadership Notebook/Daily Folder should contain: DRA levels, math facts scores, spelling scores, behavior chart for each month, and popcorn words. The following items: Star Reading scores, Star Math scores, etc. may also be kept in the Leadership Notebook/Daily Folder. Students will take the Leadership Notebook/Daily Folder home each day to be signed by their parent/guardian. Remember to not punish the child if the parent didn't sign the Leadership Notebook/Daily Folder. **PLEASE EXPRESS TO**

PARENTS THE IMPORTANCE OF THE LEADERSHIP NOTEBOOK/DAILY FOLDER AND THAT IT NEEDS TO BE AT SCHOOL EVERYDAY.

The Leadership Notebook/Daily Folder is designed as an organizational tool for students and parents. Each teacher/student (depending on grade level) should write assignments, concerns, and classroom information in the Leadership Notebook/Daily Folder each day when necessary. The Leadership Notebook/Daily Folder should also be used as a communication tool between teacher and parent. Please develop a system that would indicate whether or not an assignment is homework and then COMMUNICATE that system to parents.

Students should not be punished if the parents are not cooperating. Please make alternative arrangements to help keep the student organized.

LIBRARY SERVICES

Walk-ins are always welcome in the library on the days/times the library is open. Remember the librarian has a schedule that you will receive a copy of as well. It is important the schedule be followed as to not interrupt class time and at-risk time. A time is provided in your schedule for you and your class to visit the library once a week so students and the teacher are given an opportunity to use the library.

In an effort to help kids learn to take responsibility, please refrain from checking books out in your name for your students. If your class is assigned a project that requires library materials, you may check out those materials in your name.

Upon approval of the **librarian**, teachers may request **reference materials/videos** that will be run through library funding.

LOST AND FOUND

Articles of clothing and other items that are found should be taken to the lost and found container in the office. If items are not claimed during a one-month period, they will be donated to charity.

LOUNGE/RESTROOMS

The lounge is for teacher use before school, after school, during lunch, and during your prep period. It will be necessary to share lounges and restrooms with all teachers. Students, including student workers, and your own children have no business in the lounge. **The lounge/faculty restrooms are off limits to students.** Each staff member must accept the responsibility for keeping the lounge neat in appearance. Do not leave food to spoil in the refrigerator. As per district policy, smoking is prohibited.

MAINTENANCE

Should you have a maintenance issue (repairs, plumbing, a/c, etc.) or know of a maintenance issue, send an email directly to the maintenance person.

MAKE-UP WORK

Please assist students in gathering any work missed due to absences. Missed work must be made up within a reasonable amount of time depending upon the length and cause of the absence. A general rule: students should have the same number of days to make up work as the number of days that they were absent.

MASTER CALENDAR OF EVENTS

A master calendar of events is posted in the office. ALL CLASSROOM/SCHOOL EVENTS/MEETINGS, etc. should be recorded on the master calendar. To record on the calendar, contact the school secretary. The high school also has a master calendar and theirs will also need to be checked with to avoid scheduling conflicts.

MASTER SCHEDULES

Each teacher should follow the daily schedule and post it in the classroom. Each teacher is expected to follow the master schedule.

MEET THE TEACHER NIGHT

There will be one Meet the Teacher Night held on an evening the week school starts. The hours are 5:30-7:30 p.m. You will be given the exact date closer to time. The way Meet the Teacher Night will work is classroom teachers will conduct 15-minute sessions where they will meet with groups of parents and students to discuss classroom expectations, academic goals for the year, and other pertinent grade-level information. There will also be a 5-minute period following the session for parents and students to browse the classroom and speak with the teacher if needed. Sessions will be at 5:30, 5:55, 6:20, 6:45, and 7:10 p.m. Once a session has started the classroom will be closed. Parents will be able to visit with special teachers and other staff while they wait for the next session.

MEETINGS

Faculty meetings will be held once per month and/or as needed. Our meetings will be held on the first Wednesday of each month from 3:15 p.m. – 4:30 p.m. (unless more time is needed). This schedule is tentative and may change at times. All certified employees must attend.

A large part of communication will be provided in writing via memo or email. It is important that you read the emails and memos sent to you as they contain pertinent information you may need.

MENTORING

The District's mentoring goal is to facilitate the growth and development of new educators by pairing them with experienced veteran educators. Through the effort of both the mentor and the mentee, the mentee shall draw upon the experience and knowledge of the veteran mentor to enhance their own professional skills and enhance student learning. It is vital to the success of our students that new educators become integrated, through the mentoring program, into the school's culture and are given the opportunity to better themselves with the assistance of one of their veteran peers.

Through the mentoring program the Board hopes to not only create a stronger learning community but also a community where the strong professional and personal bonds between the educators in the District provide students and employees the best possible working and learning environment.

MISSION STATEMENTS

Teachers along with students will develop their own class mission statement. This should be done within the first two weeks of school. The mission statement should be posted in the classroom and said at the beginning of each day/week. **The class mission statement is the expectation for your class and should be referred to often.**

All staff should develop their own personal mission statement that they posted somewhere.

MORNING MESSAGE

Every morning at 8:00 students will provide the Morning Message via intercom to the classrooms. The Morning Message will take no more than 5 minutes and will include: Pledge, Announcements, Birthdays, Discovering New Leaders, Viking Song, etc. The student Morning Message leaders will lead the Morning Message. It is the responsibility of the students to promptly report to the office by 8:00 a.m.

MOVING CLASSES

Teachers are expected to inform the office if they temporarily take their class to another location. Finding students and teachers is facilitated by this simple communication.

PARENT CONTACT/TEACHER CONFERENCES

Teachers should feel free to contact parents on an individual basis. Every parent contact should be documented. This contact can be done through email, conference, and/or phone call. This is over and above what communication you do through the student planner/folder and/or newsletters. You should strive for positive parent contact. Student-Led Conferences are scheduled in late October. These are required conferences and parents will be receiving their child's report card for the first quarter during this conference. You will also be responsible for discussing the Student-Parent-School Compact (to be given to your prior to conferences) during the conference and having parents sign the compact and receive a copy for their records. Spring conferences will be held as needed.

TIPS FOR MORE SUCCESSFUL PARENT MEETINGS

1. Invite both parents – Encourage both parents to attend conferences when possible. Misunderstandings are less common if both parents hear what you have to say, you'll be able to gauge the kind of support both

parents give the child.

2. Make contact early – You'll get your relationship with parents off to a good start if you contact them early in the year. Give parents an outline of what their child will be studying and let them know that you will always be available to meet with them.
3. Allow enough time – Schedule plenty of time for the meeting. Twenty to thirty minutes is usually adequate.
4. Be ready for questions – Be prepared to answer specific questions parents may have. Questions such as: ability level, behavior, does my child work up to his/her potential, any special abilities, how can we help, etc.
5. Plan ahead – Have a general, but flexible outline of what you are going to say.
6. Greet parents near the entrance they'll use – You'll alleviate anxiety and frustration and make parents feel more welcome.
7. Get the name right – Don't assume the parent's last name is the same as the child's.
8. Avoid physical barriers – Don't sit behind a desk. Arrange conference-style seating if possible so you'll all be equal parts together.
9. Open on a positive note – Start with a positive statement about the child's abilities or work interests.
10. Structure the session – As soon as the parents arrive, review the structure of the conference—the why, what, how and when—so you'll both have an agenda.
11. Be specific in your comments – Parents may flounder if you deal only in generalities. Pin down the concern by pointing out specifics.
12. Offer a suggested course of action – Parents appreciate being given specific direction. Be sure when offering advice to let parents know you're only making suggestions.
13. Forget the jargon – Education jargon can confuse parents. Talk in language that they can understand.
14. Turn the other cheek – In routine parent conferences, it's unusual to run into parents who are abusive and hostile. But it can happen. Hear out the parents in as pleasant a manner as possible, without getting defensive if you can.
15. Ask for parents' opinion – Let parents know you are interested in their opinions, are eager to answer their questions and want to work with them throughout the year to help make their child's education the best.
16. Focus on strengths – It's easy for parents to feel defensive, since many of them see themselves in their children. You'll help if you review the child's strengths and areas of need, rather than dwelling on criticism or stressing weaknesses.
17. Use body language – Nonverbal cues set the mood of the conference. Smile, nod, make eye contact, and learn forward slightly.
18. Stress collaboration – Let the parent know you want to work together in the best interest of the child.
19. Listen to what parents say – Despite the fact that we spend nearly a third of our lives listening, most adults are poor listeners. You'll get more out of a conference by listening to what the parents have to say.
20. Ask about the child – You don't want to pry, of course, but ask the parents if there's anything you should know about the child.
21. Don't judge – It may not always be possible to react neutrally to what parents say—their values may be very different from your own—but communicating your judgments of parents' attitudes or behaviors can be a roadblock to a productive relationship with them.
22. Summarize – Before the conference ends, summarize the discussion and what action you and the parents have decided to take.
23. Wind up on a positive note – When you can, save at least one encouraging comment or positive statement about the student for the end of the conference.
24. Meet again if you need to – If you feel you need more time, arrange another meeting later rather than trying to rush everything.
25. Keep a record of the conference – You may find it helpful later to have a brief record of what was said in the conference.

PERMANENT RECORD CHECKOUT

All records must be checked out through the office. Do not go into the files and take one without checking in with the school secretary. We have a responsibility to keep these files in a locked file. Do not leave these files unattended in your room! When returning files, check in with the school secretary and be sure to have the contents in the same order as they were when you removed them.

You are required to complete Permanent Records twice a year: January and May. You will record First Semester

grades at the end of January and Second Semester grades at the end of May before leaving for summer break.

Permanent Records:

1st Semester:
Grade and Year
CA + letter grade
Math + letter grade
Science + letter grade
SS + letter grade
Art + letter grade
Music + letter grade
P.E. + letter grade
Health + letter grade (for the grades attending Health)
DRA/GRL Level (under CR)
Complete by last school day in January

2nd Semester:
CA + letter grade
Math + letter grade
Science + letter grade
SS + letter grade
Art + letter grade
Music + letter grade
P.E. + letter grade
Health + letter grade (for the grades attending Health)
DRA/GRL Level (under CR)
Reading Cert. Earned (✓ yes or no)
Complete by last day of school

The school secretary will place each student's attendance record in their file for the year.

PERSONAL/SICK LEAVE

Each school year, teachers are entitled to 10 sick days, three of which may be used for personal days. **However, students benefit from their teacher being present at school and teachers should make every effort to be here.** All absences must be approved through central office. **YOU MUST HAVE SUB PLANS IN PLACE IF YOU ARE NOT GOING TO BE AT SCHOOL.**

PLAN OF STUDY

You will submit a Plan of Study via email to the principal the Friday before. The Plan of Study should include your lesson objectives, brief description of activities, and Missouri Learning Standards. Please follow the format given to you when preparing your Plan of Study.

You will be given a list of Curriculum Expectations for a more detailed explanation of what instructional methods to use and/or instructional expectations of each teacher.

PLANNING PERIOD

The planning period is designed to permit the teacher an opportunity to prepare for classes and to confer with students, parents, and colleagues. Once per week, each grade-level teaching partners should confer about lesson plans, assessments, and instructional strategies.

It is very important that the planning period be used and not wasted. Educators are being held more accountable every year. Make good use of your planning time. Teachers are not to leave the building during their planning period, unless prior arrangements have been made with the principal.

PLAYGROUND RULES (Please review these rules with students):

1. Students are to follow directions of the supervising teacher.
2. No horseplay, name calling, teasing, fighting or throwing objects.
3. Play in assigned areas only.
4. Use equipment properly. No running up slides, climbing on outside of tube slides, playing on outside edge of playground equipment, jumping out of swings, etc.
5. Follow school rules concerning proper behavior.

Consequences can be set by teachers on duty but those consequences should be consistent with the philosophy of the school and the discipline code.

PLEDGE OF ALLEGIANCE

Schools shall ensure that the Pledge of Allegiance is recited at least once per school day. No student shall be required or forced to recite the Pledge of Allegiance.

POPCORN WORDS

All grades are responsible for students knowing the provided list of Popcorn Words. This list will be provided to you at the beginning of each school year. Students should be assessed over these words frequently and encouraged to practice and review the words not known. Students should know the words for their grade level including the words from the previous grade levels. Each year, the list builds on the previous year. Teachers are responsible to assess every word on their grade level list, not just the new words. The lists are broken down by grade level. 5th/6th grade have the same list so 6th grade will be a review year. The complete list includes 1000 words total which is the 5th/6th grade list.

POSITIVE PARENT CONTACT

Teachers should make a conscious effort to make a total of 2 positive contacts each month. This can be done through email, note home, phone call, Discovering New Leaders Shield, etc. Teachers will need to keep a log of these positive contacts throughout the year.

PROFESSIONAL CONFERENCES

Professional conferences are available for staff to attend. If interested in a conference, please make sure that the conference fits in with your Professional Growth Plan. Any staff member interested in going to a workshop or conference must complete a Professional Development Activity Budget Inclusion Request Form and turn it in to a PDC member. Care must be taken while completing the form as a lot of information is asked. Your request must be approved by the principal and PDC. If it is and you require a substitute teacher, you must complete a Request for Substitute form and turn it in to Central Office. After your trip, complete a purchase order for mileage and meal reimbursement. You must attach your meal receipts to the purchase order. The purchase order will need to be turned into Central Office.

PROGRESS REPORTS

A progress report for each student will be sent home every 3 weeks of each 9-week or quarter period. Parents and guardians are encouraged to contact the teacher should they have any questions. When sending deficient grades home, please be sure to explain why the grade is low (missing work, low scores, etc.). A parent should never be surprised that the deficient grade is coming home. Be sure to keep in constant communication with parents. Parents will need to sign the progress report and return it to school.

PURCHASE ORDER INSTRUCTIONS

1. Any purchase that you make or order that you place needs to have an approved purchase order form before the order is placed. If you make an order or purchase without an approved purchase order, you may be personally responsible for the payment of that order.
2. Make sure you fill out the purchase order completely. For example, information to be included should be date, vendor name, vendor address, vendor phone number, vendor fax number, ship to information (your name and school address), p.o. number, program (supplies, textbooks, PDC, etc.). If you are unclear as to whether there is a shipping and handling charge, please call the company for further assistance. Shipping and handling charges should be placed on the purchase order form before approval.
3. Please mark on your p.o. if the order has been faxed or phoned in. If you order by phone, please give the vendor the p.o. number on the purchase order form for reference. If it needs to be ordered for you, please attach a note to the p.o. with specific instructions and make sure that all contact information for the vendor is filled in.
4. Keep a copy of the purchase order for your records and forward the original along with the pink and yellow copies through to the principal. Please route all packing slips, invoices, and sales tickets to Central Office as soon as you receive them.
5. Please return any receipts with the p.o. as soon as possible for payment of the credit accounts, such as Wal-Mart, etc. and any receipts for personal reimbursement. You will not be reimbursed for a purchase unless you have an itemized receipt attached to an approved p.o. that is made out to you. Reminder:

reimbursement for meals due to workshops, conferences, etc. is not to exceed $15.00 per meal. You will be responsible for any additional charge.

6. The p.o. needs to be signed by your building principal. Then it needs to be taken to Central Office. The Superintendent will need to sign the p.o. also. Once the board has approved the expense, payment will be sent out for the p.o. the day following the monthly board meeting. Regular board meetings are held on the third Thursday of each month.
7. If you need the purchase order paid that month, you will need to have the p.o. turned in by the second Friday of each month before the board meeting. Please plan ahead for activities or registrations that may need to be made in advance. Any p.o.'s received after the second Friday will be paid the following month.

WHEN MAKING PURCHASE ORDER FOR THE FOLLOWING YEAR'S REQUISITIONS, YOU DO NOT NEED TO OBTAIN A PURCHASE ORDER NUMBER.

RECESS

Recesses are scheduled by the principal and teachers should adhere to the schedule. Children should not be sent to the office to spend their recess time. Parents should be sure that their child's clothing is suitable for outside activities. Indoor activities should be planned during inclement weather.

Recess Supervision

Teachers are responsible for the supervision of students on the playground. Teachers are to position themselves around the playground where their students are located in order to better supervise the students on the playground. **There should be no more than TWO teachers at one location on the playground.** Before entering the building, teachers are to take roll and make sure all students are accounted for. Children should not be sent to the office to spend their recess.

We will follow these guidelines for weather restrictions on taking students outside for recess. It is your responsibility to check the weather conditions prior to going outside.

All students: 90-100 degrees (feels like) – Children can stay out but please be sure to have plenty of water

K-2 students: 40-90 degrees (feels like) – Children can stay out for the length of their recess

3-6 students: 32-90 degrees (feels like) – Children can stay out for the length of their recess

ZAP (ZEROS AREN'T PERMITTED)

During each day's recess time, any student who has past due assignments will use their recess time to complete those assignments. Students who were absent and still have days left to make up their work should not be penalized and miss their recess. If students were absent and are past the number of days to complete their work, they will miss their recess to complete the assignments. Grade-level teachers should work together and decide who will take the students receiving recess outside and who will stay inside to supervise the students who have assignments to complete. Teachers should have all missing assignments/materials ready for students who are missing recess as they will be working on their assignments during that time. All students should be kept in one classroom. If a student has completed their assignments (not rushed through them—please check over the assignments to ensure directions were followed), and recess time still remains, those students may enjoy the remainder of the recess.

RECORDS AND REPORTS

Grade books and cumulative folders are permanent records. Report cards are semi-permanent records and are used for the current year only. Lesson plans and daily memos are work records and have a value only during the current year and are discarded at the end of the year.

Some records and reports are essential in any well-run school. Teachers are required to be very careful and accurate in the preparation of these forms. Accuracy and promptness are important points in successful teaching. Any change in a student's program must be channeled through the principal's office/counselor's office/special services provider.

Each teacher is provided with a record book in which to record grades and attendance for all classes. These are to be turned in at the end of the year as the property of the school. **Students are not to put grades in the grade book, as this violates rules for confidentiality.**

REPORTING STUDENT ABUSE

The Board of Education believes that school staff members are in a unique position to assist children, families, and the community in dealing with the issue of child abuse and neglect. Child abuse is defined as any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means. Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well-being. Employees making reports of allegations of sexual abuse of a student will be provided immediate unrestricted use of communication technology and will be temporarily released from their work duties to make an immediate report.

If a school employee has a reasonable belief including a report of abuse to believe that a student has been or maybe subjected to abuse or neglect, such employee and the Superintendent shall report the information immediately upon receiving the information to the Children's Division. Thereafter, the Superintendent will investigate the allegation for the purpose of making decisions about the accused person's employment. Depending upon the specific facts, the District may place the alleged abuser on paid leave of absence; place the employee in a non-student contact position; initiate dismissal proceedings, or continue the employee in their present position pending outcome of the investigation.

Any school district employee, acting in good faith, who reports alleged sexual misconduct on the part of a school employee will not be disciplined or discriminated against because of such reporting.

The District will annually provide employee training, which will include but not be limited to current information concerning identification of the signs of sexual abuse in children as well as the identification of the danger signals of potentially abusive relationships between children and adults. This training will emphasize the importance of mandatory child abuse reporting, including the obligation to report suspected abuse by other mandated reporters. Employees will receive training on the need for and methods to create an atmosphere of trust so that students believe their school and school employees are available to discuss matters concerning abusive behavior.

The District will post in each student restroom and in a clearly visible location in each school office, the toll free child abuse and neglect hotline number established by the Children's Division. These signs will be published in both English and Spanish. Such child abuse and neglect hotline numbers shall be depicted in large print on posters 11 inches by 17 inches and will be laced at eye level for easy viewing. The hotline number will be shown in bold print. The signs shall also contain instructions to call 911 for emergencies and contain directions for accessing the Children's Division's website for more information on reporting abuse and neglect.

RESPONSE TO INTERVENTION (RtI Team)

The Response to Intervention (RtI) Team is a process by which teachers can seek assistance in exploring and addressing specific student concerns related to academic performance, behavior, socialization, emotions, and home environment. The team consists of the classroom teacher, Title I teachers, principal, and when needed Special Education personnel. The team will support the referring teacher by assisting in developing strategies and/or interventions to address the needs of the student.

RESPONSIBILITY PALS

Students in the classroom will be paired with a Responsibility Pal by the classroom teacher. Responsibility Pals are responsible for helping each other, holding each other accountable, and are to be used as a student resource.

RETENTION

The following are criteria for retaining a student:

1. At least 2 Fs in the four core subjects for each semester
    a. Teacher discretion for Kindergarten
    b. For 1st graders (below DRA 12)
2. The teacher must have tried and documented a variety of interventions (RtI), made a referral to the RtI Team, and made frequent contact with the parents.

The process is as follows:

1. List of possible retainees is given to the RtI Team after 2nd quarter

2. A letter is sent home from the office
3. New list of possible retainees is given to the RtI Team after 3rd quarter. Note: This is the last time to add a student to the list.
4. Another letter is sent home from the office
5. Final list of retainees, along with intervention documentation, to the RtI Team by the last week in April. The RtI Team will have the final say as to who will be retained.

ROOM PARTIES

Holiday parties will be scheduled through the office and you will be notified of the date and time. All parties must be over by 2:30 p.m. so buses can enter the parking lot. Parents must sign in before going to the classroom. All food/drinks must be store bought, no homemade items. All parents must leave the building at 2:30 so teachers can get students ready to go home. Any parent taking their child home early must complete a sign-out sheet. The secretary will furnish these to you before parties. You will need to submit them to the office when school is dismissed. **ONLY THOSE PARENTS/ADULTS WHO HAVE PASSED A BACKGROUND CHECK WILL BE ALLOWED TO ATTEND THE PARTIES.**

SECURITY

The safety of the students and staff is very important. All outside doors will be locked. There will be one access point to the building which is the main door with the buzzer. Parents and visitors will be admitted into the school building by office staff. The playground doors will be locked and you will need to take your keys to re-enter the building when returning from recess. Do not wedge any door open. **DO NOT OPEN THE DOORS FOR ANYONE. THEY MUST BE BUZZED IN THROUGH THE OFFICE.**

SEXUAL HARASSMENT

Sexual harassment constitutes unlawful sex discrimination. It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation for any employee of the School District to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or comments of a sexual nature. Furthermore, it shall be a violation of this policy for any person who is not an employee or student of the District to harass a staff member or student of the District through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the District or while such student is under District supervision.

STAFF CONDUCT (Policy 4630)

The Board of Education requires all staff members to serve as positive role models for District students. District schools exist to provide quality, cognitive, and affective education for District students in a safe and appropriate setting. In achieving these objectives, staff are required to meet certain performance criteria including, but not limited to:

1. Review and comply with Board policies, regulations, and procedures as well as related building rules and practices.
2. Properly prepare for student instruction.
3. Fully utilize instructional time for learning activities.
4. Maintain students under active supervision at all times.
5. Assess student performance in a regular and accurate manner.
6. Modify instructional goals to meet the needs of each student.
7. Comply with administrative directives.
8. Communicate with students in a professional and respectful manner.
9. Communicate with colleagues, parents, and the District citizens in a professional manner.
10. Properly operate and maintain district property.
11. Utilize district technology solely for school district business.
12. Maintain required records and submit requested reports in a timely manner.
13. Comply with all safety guidelines and directives.
14. Refrain from the use of profane and obscene language.
15. Dress in a professional manner.
16. Attend to all duties in a punctual manner.

17. Maintain student confidentiality pursuant to state and federal law.
18. Follow and implement student Individual Education Programs (IEP) under the Individuals with Disabilities Education Act (IDEA) or plans under Section 504 of the Rehabilitation Act.
19. Maintain and account for District funds in the staff member's possession and control.
20. Maintain professional relationships with students. With the exception of students who are immediate family with the staff member, this requirement also includes avoiding situations that could lead to allegations of inappropriate relationships with students, including but not limited to:

a. Being present in any setting where students are provided or are consuming alcohol or illegal drugs.
b. Inviting students to be alone with a staff member at a staff member's residence, on staff member's private property, or in a staff member's motor vehicle without the prior consent of the building principal.
c. Communicating with students, electronically or in person, about the student's sexual activity or concerning the staff member's sexual or romantic conduct.
d. Being present on District premises alone with a student in a room where the door is closed, the door is locked, or the lights are off, unless required temporarily due to emergency circumstances. Counselors and administrators are exempted from this prohibition in performance of professional duties.
e. Covering the interior window(s) of instructional space and offices with any material that blocks or obscures outside vision into the space, unless required temporarily due to emergency circumstances.
f. Communicating with students about sexual topics outside approved District curriculum, unless done as part of a District investigation into sexual abuse or harassment.
g. Utilizing students to attend to personal errands for the staff member.
h. Allowing students to drive a staff member's vehicle.

STUDENT AIDES/CADET TEACHERS

Student aides/cadet teachers could come from the high school. These students should be closely supervised and used to help in general classroom duties. At no time should these students be left alone with our students. Do not send students to work with school machines (copy machine, dye cut machine, cutter, etc.). These students should enter and leave the building through the main entrance. They will need to sign in and out in the office.

STUDENT EVALUATIONS

Teachers are expected to conduct periodic evaluations of student progress (homework/performance events/tests). A periodic review of student progress in these areas will assist the teacher in determining the effectiveness of the teaching process/student learning. Expectations must be maintained at a high level, but that level must not exceed student ability/knowledge. Numerous deficient grades or missing assignments should serve as a signal of an impending problem. **Parents need to be contacted immediately if a student begins to experience deficiencies of any kind in an attempt to ward off problems or failure**. A meeting with the RtI team may be requested.

No student's grade may be cut for disciplinary measures that are not outlined in the disciplinary code.

Repetitious writing of sentences may not be used as a form of punishment.

STUDENT LEARNING OBJECTIVES (SLOs)

Student Learning Objectives (SLOs) are a required part of the Missouri Educator Evaluation. This is a process used to show student growth in content areas. The timeline for incorporating Student Growth Measures into Educator Evaluation is as follows:

- 2015-2016 Student Growth Data are collected on all teachers, at all grade levels and in all content areas (but is not used as a part of the Summative)
- 2016-2017 2nd year collection of Student Growth Data on all teachers, at all grade levels and in all content areas (used as a part of the Summative Evaluation in Spring 2017)
- 2017-2018 as growth data are being used in the 2017 Summative Evaluation Data, it impacts employment in the 2017-2018 school year

STUDENT/PARENT HANDBOOK

It is your responsibility to become familiar with the information in the Student/Parent Handbook. Classroom practices should follow the information contained in the handbook. There is a Student/Parent Handbook located at the back of this handbook.

STUDENT LEADERSHIP ROLES

All students will have classroom leadership roles. This means instead of having Classroom Helpers, you will have Classroom Leaders. Teachers will be in charge of assigning all students in leadership roles in the classroom. Students in Grades K-6 will have a School-wide Leadership Role. Each semester, students will be given an application to complete stating which School-wide Leadership Roles they are interested in. Students will be used at least once in that semester in the leadership role of their choosing. Teachers/staff will be responsible for being in charge of a leadership role and using students in that role and helping students be successful in that role. Teachers/staff will be allowed to meet with students during Lead Time on Fridays.

Allow opportunities for students to have input on a new or different leadership role in the school or classroom if they see a need. Students having more voice and choice in these roles help to expand these roles to leadership roles vs. classroom "jobs".

STUDENT SUICIDE AWARENESS

Suicide Prevention Education for Students

Students will receive age appropriate lessons through health education or related curricula on the importance of safe and healthy choices. In addition, students will receive lessons on health seeking strategies for self and /or others. Lessons will contain information on health, wellness, emotional, behavioral and social skills development. These lessons may be taught by health, physical education, classroom teachers or student services staff. Students who are in need of intervention will be referred in accordance with the District's referral procedures for screening and recommendation.

Student education may include the following:

1. Information about suicide prevention;
2. Promotion of a climate that encourages peer referral and which emphasizes school connectedness;
3. Recognition of the signs that they or peers are at risk for suicide;
4. Address issues that may lead to suicide including depression, anger, and drug/alcohol issues.

Intervention Prevention

Information received in confidence from a student may be revealed to the student's parents, guardians, building principal, or other appropriate authority when the health, welfare or safety of the student is at risk.

Any school employee who has identified a student with one or more risk factors or who has an indication that a student may be contemplating suicide, will refer the student for further assessment and intervention.

Any school employee who is made aware of any threat or witnesses any attempt towards self-harm that is written, drawn, spoken or threatened will immediately notify the principal. Any threat in any form shall be treated as real and dealt with immediately. The District's crisis response procedures will be implemented.

If an expressed suicide thought or intervention is made known to any school employee during an afterschool program and the principal is not available the employee will notify local law enforcement or the suicide hotline, if it exists.

Response to Suicide or Suicide Attempt on Campus

The first employee on the scene of a suicide attempt must follow the District's crisis response procedure and will immediately notify the principal. The school will immediately notify the parents and/or guardians of the affected students.

Procedures for Parent Involvement

Parents/guardians of a student identified as being at risk of suicide will be notified by the principal/designee and must be involved in ongoing actions.

If the parent refuses to cooperate or if there is any doubt regarding the student's safety, the employee witnessing the expressed suicide will make a hotline report.

Suicide Awareness and Preventions

The District will establish a crisis response team(s) including administrators, guidance counselors, school nurse, social worker, school resource officer and/or teacher. The crisis teams should also include individuals designated as coordinators and/or investigators on cases involving peer to peer harassment. These individuals will assist in

identifying overlapping risk factors including hostile environment on the basis of gender, race, disability, gender orientation and other protected classes.

Staff Development

All District employees will receive information regarding the District's procedures for suicide awareness and prevention. Training will be provided for all employees about the importance of suicide prevention and recognition of suicide risk factors, as well as strategies to strength resilience and school connectedness.

Publication of Policy

The District will notify employees, students and parents of this policy and will post the policy on the District's website.

STUDENT SUPERVISION

Students should be supervised at all times—in the classroom, hallways, playground, all areas of the school. Staff members should walk students to and from the cafeteria, special classes, buses, and recess. Special class teachers will pick up their class and classroom teachers should be in their room upon the return of their students. Small groups of students may be traveling to and from other classes (Special Education, Speech, Title, etc.) without an adult. Please be aware of this and monitor when those students should be returning.

At times, you may send a student to the library, bathroom, or elsewhere in the building with a hall pass. All students should sign out before leaving the classroom and should sign back in upon their return. Please be aware of who is out of the classroom and make every attempt to keep students together in case of an emergency. The responsibility and authority of the staff extends beyond the classroom. The development of school citizenship is a team effort.

If your classroom is on a bathroom break, it is expected that you are standing in the hallway, near the restroom, listening for misbehavior. Do not send the class to the restroom while you stay in the classroom, no matter how close your classroom is to the restroom.

Teachers are expected to help supervise students throughout the school. Besides maintaining discipline in the classroom, teachers' supervision duties include the hallways, restrooms, assemblies, etc. All teachers are expected to attend assemblies and help supervise. Each staff member is responsible for helping prevent damage to school property and preventing general misbehavior. This can only happen if you are actively supervising the students! All staff members should be vigilant to walk around while supervising. Sitting at your desk or at a bench on the playground is not actively supervising.

There will be times when a meeting in the morning is scheduled. Please make arrangements for another teacher to supervise your classroom in case you are not back on time.

If you need to leave the room, please ask another teacher to cover for you. You are liable if you leave your students unattended.

SUPPLIES AND EQUIPMENT

Most standard supplies are available in the school office. No supplies/textbooks/workbooks/etc. may be ordered without principal's approval and completion of a Purchase Order. **All Purchase Orders must be typed**. When an order is received, an invoice or shipping order must be checked for fulfillment of order or damage. **The invoice or shipping order must then be signed, dated, and returned to the school secretary.**

Requisitions for major supplies are made once a year. These are required in May for the following year and must be completed before leaving for summer break. They will be prepared and handed in to the principal.

Purchase orders may be requested throughout the year for materials, supplies, etc. A textbook committee may meet before the end of the year to determine the needs of the student population for the following year. Upon notification of approval of any request, teachers will complete and submit typed purchase orders to the principal for approval. Upon the arrival of the ordered materials, teachers will check order fulfillment/damages and **return a signed and dated invoice or shipping order to the school secretary.**

Requests for new/additional texts at the beginning of the school year must be approved by the principal. Completion and submission of a typed Purchase Order will be required.

Please note: Class t-shirts will need to be ordered through the school office. You will not be able to pay a vendor cash—you must pay with a purchase order.

SUSPENSIONS

Students may be suspended from school. This can be an In-School Suspension (ISS) or Out-of-School Suspension (OSS). In both cases, teachers are required to gather all assignments that the student is required to take and submit them to the school office. Students will be required to complete all assignments for a grade for ISS.

TAKING ROLL

On-line attendance will be used to report daily attendance. Attendance needs to be placed in the designated file holder located outside the classroom door by 8:05 a.m. Should a student arrive in your classroom after 8:00 a.m., please make sure that the student was signed in at the office. The student should be counted as absent and the secretary will enter them in as tardy. This will help us to take accurate attendance counts.

TEACHER EVALUATION

Building principals shall have the responsibility of evaluating teacher performance. Teachers assigned to one building but working in another building shall be evaluated cooperatively by the building principals.

A comprehensive evaluation of each teacher will be conducted each year using the Missouri Educator Evaluator System. Visits will be made to each classroom by the building principals. Principals are expected to aid and advise any classroom teacher and to help improve the performance of all teachers. Recommendations will be made to the Board of Education on probationary and tenured teachers based on the results of each teacher's evaluation.

TEACHER PROFESSIONALISM

Dress – Teachers are expected to dress professionally as befits their teaching activity. Teacher dress should follow student dress code as well. Blue jeans may be worn on Fridays, assembly days, and during spirit weeks.

Behavior – Classroom behavior by teacher should be an example of teaching by example. Proper language, gestures, emotional control, and mannerisms should be a role model for students.

Staff Ethics and Conduct – Please remember that the welfare of a child is the first concern of the school district. It is the responsibility of the staff members to support programs and activities when in public. The philosophy for all staff, including administrators, is kids first. At times you may have a concern regarding another staff member. Should you have a concern regarding a staff member, please be sure to follow the chain of command, which first includes addressing your concerns with the individual in which you have a concern. Talking about staff members behind backs and/or in the lounge is unacceptable and leads to problems. When making criticism of staff members, committees, or programs it should be done in a professional manner and to an administrator.

Staff members are to be faithful and prompt in attendance, support, and enforce board and building regulations, turn in reports on time, attend meetings as scheduled by the administration, look out for the safety and welfare of all students, dress professionally, refrain from using language, gestures, and mannerisms that are profane, and use the faculty lounge for its intended purpose.

Cell phone use for personal calls is strictly prohibited during instruction time. The phone in office is available for personal calls during breaks. YOU SHOULD NOT BE USING YOUR CELL PHONE IN ANY MANNER (TALKING, TEXTING, SOCIAL NETWORKING, ETC.) DURING CLASS TIME OR ANY TIME WHEN YOU HAVE STUDENTS (RECESS DUTY, BUS DUTY, LUNCHROOM DUTY, ETC.). Cell phones should be silenced as not to interfere with the educational environment. Please refrain from making personal phone calls or texting unless it is your break time.

Confidentiality – Professional communication of educators requires no discussion of individual students and their problems in non-professional situations. The teacher's lounge and public places are inappropriate locations for these discussions.

TECHNOLOGY

No student is allowed to use the teacher computer as it contains private information. Please be safe and log out of your computer before leaving your classroom. Do not bring in your personal laptops.

TELEPHONE POLICY (STUDENTS)
Students should be discouraged from using the telephone at school. Forgotten homework, books, permission to go home with a friend are not reasons to use the office phone. Teachers should use their own judgment to determine when it is appropriate to send a student to the office to use the phone. DO NOT send students to the office to make after-school arrangements with their friends. **STUDENTS SHOULD NOT HAVE THEIR CELL PHONES OUT FOR ANY REASON DURING THE SCHOOL DAY.**

TIMESHEETS
Any staff members that are on a time sheet need to access those forms from the secretary. This form is used to calculate the amount of hours you work each week. Your time sheet must be signed by the principal and turned into central office.

TUTORING
Teachers are recommended to complete 30 hours (total) of tutoring to students who are in need of extra assistance and complete the Tutoring Log. Tutoring Logs should be turned in at the end of each quarter to the building principal along with a Tutoring Time Sheet. All tutoring must be done outside of school hours (7:45-3:15). Teachers must choose to count Tutoring Hours for Career Ladder (if applicable) or receive $25/hour, not a combination of the two.

USE OF TRACKING DEVICES
District employees are prohibited from requiring students to use an identification device that uses radio frequency identification technology, or related technology to identify the student, to transmit information regarding the student, or to monitor or trace the location of the student.

VETERANS' DAY COMMEMORATION
Each District school will devote at least one class period in preparation for Veteran's Day in order to convey the meaning and significance of Veteran's Day. In addition, the Board may annually designate Veteran's Day as a school holiday.

VIDEOS
Videos that are shown in the classroom must be related to the classroom curriculum and below the PG-13 rating. The only exceptions to this rule is inside recess and/or class rewards. The principal has complete discretion on the viewing of any movie or video. Prior to showing a video, teachers are required to email a Video Presentation Request Form to the principal and receive approval.

VIKING SONG
This song will be sung at the beginning of each week during the Morning Message. Please post a copy of the song in your room for students to see. You will find a copy of the song on the last page of this faculty handbook.

VISITORS
Guests are welcome in our school building. In order for these guests to be received properly, the office should be notified in advance. All guests are required to sign in the office and receive a visitor's pass before reporting to the classroom. BE NICE AND WELCOME VISITORS TO OUR BUILDING! Visitors should not be left alone with the children.

VOICE LEVELS
All classrooms will use the common language of Voice Levels with students in their class, hallways, restrooms, and cafeteria. The Voice Levels need to be posted in your classroom. There will be Voice Levels posted in the hallways, cafeteria, and restrooms, as well. Students should use Voice Levels 0-1 in restrooms, 0 in hallways, and 0-2 in cafeteria.

4 – Outside
3 – Strong Speaker
2 – Table Talk
1 – Whisper
0 – No Talking

WEBSITE
Each teacher will have a website for the grade/class he/she teaches. This website should be updated weekly.

WELLNESS POLICY
The District promotes healthy schools, by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential. The goals of the District's wellness policy are as follows:

1. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity. A healthy school environment should not be sacrificed because of a dependence on revenue from high added fat, high added sugar, and low nutrient foods to support school programs.

2. Support and promote proper dietary habits contributing to student's health status and academic performance. All foods available on school grounds and at school-sponsored activities during the instructional day should meet or exceed the district nutrition standards. Emphasis should be placed on foods that are nutrient dense per calorie. To ensure high quality, nutritious meals, foods should be served with consideration toward variety, appeal, taste, safety, and packaging.

3. Provide more opportunities for students to engage in physical activity. A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program from grades K through 12. Physical activity should include regular instructional physical education, co-curricular activities, and recess. A goal of 150 minutes per week for elementary students, 225 minutes per week for middle school students, and 2 units for high school students during high school years.

4. The District is committed to improve academic performance. Educators, administrators, parents, health practitioners, and communities should consider the critical role student health plays in academic stamina and performance and adapt the school environment to ensure students' basic nourishment and activity needs are met. To ensure widespread understanding of the benefits to school environments where nutritious foods are provided and where students have an opportunity for physical activity, a public awareness campaign that highlights research demonstrating the positive relationship between good nutrition, physical activity, and capacity of students to develop and learn should be conducted.

5. Establish and maintain a district-wide Nutrition & Physical Activity Advisory Council with the purposes of:
- Developing guidance to this policy
- Monitoring the implementation of this policy
- Evaluating policy progress
- Serving as a resource to school sites
- Revising policy as necessary

WORK DAYS
In-service work days (full days) are 8:30a.m. - 2:00 p.m., unless otherwise notified. Please use each day productively. Early Out in-service days are 1:00-3:00 p.m., unless otherwise notified.

WRITERS' WORKSHOP GRADES K-3 BEST PRACTICES
GEMS

- The NUMBER ONE best practice is teaching Writers' Workshop every day
- The NUMBER TWO best practice is when teachers pick a mini lesson to highlight a skill that needs review and practice in students' daily writing
- The NUMBER THREE best practice is modeling all of the steps of the writing process: prewrite, draft, revise, edit, and publish for each genre taught
- The NUMBER FOUR best practice is when teachers connect the Missouri MAP Scoring Guide with the mini lesson and during conferring whenever applicable

MINI LESSON

- Mini lessons consist of modeling an explicit teaching point and are completed within ten minutes
- Teachers incorporate language/grammar skills lessons within the context of the mini lesson and while conferencing
- Teachers use quality literature to illustrate the CRAFT OF WRITING that good writers use to make their writing interesting to read: great beginnings, vivid verbs, juicy words, alliteration, simile, clever endings, interesting punctuation and font, etc.

CONFERRING

- Start your conferring in a predictable way
- Support the student's talk about their writing work by providing feedback and by both asking research questions and looking at their writing
- Make reasoned teaching decisions for individual students and give a specific name to what you taught
- Make only ONE teaching point during each session so that you keep focused on supporting growth of the writer instead of trying to FIX that particular piece of writing
- Provide support by encouraging students to tackle at least part of that ONE THING while under your guidance at the conferring table and then encourage them to follow through with finishing the task at their seats
- Take anecdotal notes about your conference and refer back to previous teaching points during your conference

SHARING

- Support language acquisition of writer's craft terminology by helping students to practice what they had learned about being a writer today before going to the sharing session
- Reinforce your mini lesson prior to having children share and compliment students who use the language of the mini lesson in their sharing
- As time and interest allow, invite additional children to share what they learned about being writers today
- Children may read excerpts from their writing that illustrated the writer's craft being discussed

ADDITIONAL BEST PRACTICES FOR WRITERS' WORKSHOP

- Teachers allow children to become "authors" by writing in little book form
- 1st Grade teachers support developmental spelling by modeling stretching words, inserting spaces, and reinforcing the conventions of writing sentences during modeled writing
- 1st Grade teachers differentiate between "copying" and independently "composing" during Writers' Workshop
- 1st Grade teachers warm up for writing (spelling) by chanting the alphabet chart
- 1st Grade teachers have an alphabet chart with corresponding letter sounds on the student tables and/or desks during writing
- 1st Grade teachers encourage fearless fluent writers by teaching children to stretch out the words and write the sounds they hear instead of providing exact spellings
- Teachers expect correct spelling of high frequency words on the word wall
- Teachers allow students to "stand on the shoulders" of authors by encouraging the use of reproducible text structures when making little books
- Teachers give 1st Grade students "processing time" to plan their writing by stopping to think and then sharing their plan with a neighbor, knee-to-knee and eye-to-eye
- Students follow and can explain organizational process for Writers' Workshop (routine binder use, revision and editing processes, system for getting correct spelling, etc.)
- Students REREAD continually to see if their writing makes sense and sounds right

- 2nd-3rd Grade students gradually take on the responsibility of revising for organization, clear controlling idea, adding details, and juicy words
- 2nd-3rd Grade teachers model with and encourage students to use graphic organizers as a prewriting tool
- 2nd-3rd Grade students begin to independently use a variety of graphic organizers to help organize their thoughts before writing
- Teachers use the Smartboard, overhead, or charts to illustrate teaching points during mini lessons
- Teachers have supplies at their fingertips: sticky notes, stapler, stapler remover, pencils, extra paper, etc.
- Teachers model using blue pens to REVISE, when students REREAD their writing to make sure it makes sense and to make it sound better by adding details, juicy words, and vivid verbs
- Teachers model using red pens to EDIT, when students correct spelling, grammar, and punctuation errors
- Teachers display the Primary MAP Scoring Guide conspicuously in the classroom and teachers and students refer to it during mini lessons and when conferring
- Soft music plays during independent writing
- Teachers allow students to celebrate examples of good writing by reading their stories to each other
- Useful writing tools are in the correct pockets of the Writers' Notebooks; several tools are ongoing and have student-generated examples: vivid verbs, awesome adjectives, etc.
- Teachers have established a system for recording anecdotal notes to document ongoing observations and assessments
- Teachers use quality literature to illustrate the CRAFT OF WRITING that good writers use to make their writing interesting to read: great beginnings, vivid verbs, juicy words, alliteration, simile, metaphor, endings, correct punctuation, etc.
- Teachers focus their writing emphasis and practice on a variety of genre: personal narratives, letter writing, memoirs, poetry, nonfiction, etc.
- Teachers establish a balance between writing to prompts and allowing students to CHOOSE topics from their Hot Topics Lists or Heart Maps

WRITERS' WORKSHOP GRADES 4-6 BEST PRACTICES

GEMS

- The NUMBER ONE best practice is teaching Writers' Workshop every day
- The NUMBER TWO best practice is when teachers use ongoing observations and assessment to guide their min lesson and conferring decisions
- The NUMBER THREE best practice is modeling all of the steps of the writing process: prewrite, draft, revise, edit, and publish for each genre taught
- The NUMBER FOUR best practice is when teachers connect the Intermediate Missouri MAP Scoring Guide with the mini lesson and during conferring whenever applicable

MINI LESSON

- Mini lessons consist of modeling an explicit teaching point and are completed within ten minutes
- Teachers incorporate language/grammar skills lessons within the context of the mini lesson and while conferencing
- Teachers use quality literature to illustrate the CRAFT OF WRITING that good writers use to make their writing interesting to read: great beginnings, vivid verbs, juicy words, alliteration, simile, clever endings, interesting punctuation and font, etc.

CONFERRING

- Start your conferring in a predictable way
- Support the student's talk about their writing work by providing feedback and by both asking research questions and looking at their writing
- Make reasoned teaching decisions for individual students and give a specific name to what you taught
- Make only ONE teaching point during each session so that you keep focused on supporting growth of the writer instead of trying to FIX that particular piece of writing

- Provide support by encouraging students to tackle at least part of that ONE THING while under your guidance at the conferring table and then encourage them to follow through with finishing the task at their seats
- Take anecdotal notes about your conference and refer back to previous teaching points during your conference

SHARING

- Support language acquisition of writer's craft terminology by helping students to practice what they had learned about being a writer today before going to the sharing session
- Reinforce your mini lesson prior to having children share and compliment students who use the language of the mini lesson in their sharing
- As time and interest allow, invite additional children to share what they learned about being writers today
- Children may read excerpts from their writing that illustrated the writer's craft being discussed

ADDITIONAL BEST PRACTICES FOR WRITERS' WORKSHOP

- Teachers allow children to become "authors" by writing in little book form
- Teachers expect correct spelling and encourage the use of classroom resources for editing
- Teachers allow students to "stand on the shoulders" of authors by encouraging students to notice the craft of writing during reading and then use the author's craft when writing
- Students follow and can explain organizational process for Writers' Workshop (routine binder use, revision and editing processes, system for getting correct spelling, etc.)
- Students REREAD continually to see if their writing makes sense and sounds right
- Teachers model with and encourage students to use a variety of graphic organizers as a prewriting tool
- Teachers use the overhead, Smartboard, and anchor charts to illustrate teaching points
- Anchor charts are posted and added to on an ongoing basis illustrating: leads, similes, transition words, paragraphing guidelines, vivid verbs, etc.
- Students use blue pens to REVISE
- Students use red pens to EDIT
- Teachers instruct students how to be effective "Peer Editors" for each other during revising and editing phases of the writing process
- Teachers display the Intermediate MAP Scoring Guide conspicuously in the classroom and teachers and students refer to it during mini lessons and when conferring
- Soft music plays during independent writing
- Teachers allow students to celebrate examples of good writing by reading their stories to each other
- Useful writing tools are in the correct pockets of the Writers' Notebooks; several tools are ongoing and have student-generated examples: vivid verbs, awesome adjectives, etc.
- Teachers have established a system for recording anecdotal notes to document ongoing observations and assessments
- Teachers use quality literature to illustrate the CRAFT OF WRITING that good writers use to make their writing interesting to read: great beginnings, vivid verbs, juicy words, alliteration, simile, metaphor, endings, correct punctuation, etc.
- Teachers focus their writing emphasis and practice on a variety of genre: personal narratives, letter writing, memoirs, poetry, nonfiction, etc.
- Teachers establish a balance between writing to prompts and allowing students to CHOOSE topics from their Hot Topics Lists or Heart Maps
- Teachers determine writing achievement by administering a quarterly writing prompt and filling out the class writing profile
- Students take at least one example of their writing for each genre studied to the published stage

VIKING SONG

I'M A VIKING LEADER!

I'm a Viking leader
That's what I strive to be.
A Viking leader
Is the only life for me.

I'll use the 7 habits
And do my best in school.
I'll always do the right thing
And follow every rule.

I'll set goals and meet them.
These things I'm going to do
'Cause I'm a Viking leader
Everyday tried and true!