



Junior Raiders

**West Elementary
Staff Handbook
2011-2012**

**Amy R. Flinn, Principal
Carolyn Griffitt, Administrative Assistant**

Table of Contents

USD 320 - Wamego.....1-2

- Nondiscrimination
- USD 320 Mission Statement
- District Belief Statements
- District Objectives
- District Strategies
- District Curriculum
- School Improvement

West Prof. Learning Communities.....2-4

- West Elementary Mission Statement
- West Elementary Vision Statement
- West Collective Commitments
- West Elementary Goals
- West Elementary Faculty and Staff
- West Elementary Site Council
- West Parent/Teacher Organization
- Board of Education Members
- Important Phone Numbers
- USD 320 Website
- School Day
- Daily Schedule
- Duty Schedule
- Excusing Students from the Classroom
- Keeping Students after School
- Dismissal
- Planning Time and PLC Teaming Time
- PLC Faculty Meetings
- Professional Development
- Teacher Evaluation

The Learning Environment.....5-7

- Learning Time
- Protecting Instructional Time with
Students & Classroom Celebrations
- Lesson Plans
- Instructional Strategies
- Student Assessment
- Homework
- MTSS
- Phonics for Reading
- REWARDS
- Corrective Reading

Parent Involvement.....7-8

- Home-School Compact
- Parent Concerns/Complaints
- Correspondence
- Classroom Websites
- School Newsletter
- News Releases
- Calendar Events

Student/Teacher Support Services..8-9

- Student Improvement Team
- Confidentiality
- Special Services
- Title I Services
- Counselor/Social Worker
- Building Aides

Student Discipline and Management..9-10

- Behavior/Conduct
- Bullying Prevention Program
- Definition of Bullying
- Discipline Referrals
- FISH Philosophy
- Classroom Rules

Building/Office Procedures.....11-13

- Attendance/Lunch Forms
- Teacher Leave/Substitutes
- Leave Requests and Purchase Requisitions
- Fire/Tornado Drills
- Crisis Plan
- Emergency School Closing
- Mail
- Email
- Copying
- Intercom and Announcements
- Custodial Requests & Care of the Building
- Budget Requests
- Collection of Funds/Fundraising
- Dress
- Cellular Phones
- Personal Calls and Personal Cellular Phones
- Wellness Committee
- Sexual Harassment Policy

West Bullying Consequence Matrix.....14

USD 320 - Wamego

Nondiscrimination

Discrimination against any student on the basis of race, color, national origin, sex, disability, or religion in the admission or access to, or treatment in the district's programs and activities is prohibited. Mr. Doug Conwell, 510 E. Hwy 24, Wamego, KS 66547, 785-456-7643 has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990. Any student who believes he or she has been discriminated against may file a complaint with the building principal or the compliance coordinator.

Racial harassment is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. All Forms of racial harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds. It shall be a violation of this policy for any student, employee or third party (visitor, vendor, etc.) to racially harass any student, employee or other individual associated with the school. It shall further be a violation for any employee to discourage a student from filing a complaint or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy. Refer to JGECA,2,3,4, on file at the school for further information.

Any student complaint of discrimination shall be resolved under the district's discrimination complaint procedure.

USD 320 MISSION STATEMENT

Wamego USD 320, a progressive and committed school district, in a cooperative effort with families and community, will educate students to be responsible, problem solving citizens who will produce quality work in their individual pursuit of excellence by offering relevant, academically challenging and diverse learning experiences.

District Belief Statements

We believe

- The family is the primary influence on a child's development.
- A community has a significant supporting role in the growth and development of its members.
- All people are responsible and accountable for their own actions.
- Society is enhanced by the development of its members.
- Change is necessary for growth.
- Excellence is achievable and worth pursuing.
- All people have a capacity to learn.
- Higher expectations promote higher results.
- Learning is a lifelong process.
- Each individual is valuable.

District Objectives

All students will:

- Engage in productive behavior while in school.
- Produce quality work.
- Be self-motivated and goal oriented.
- Master curriculum or their individual achievement programs.

District Strategies

- We will develop a comprehensive curriculum with valid, measurable outcomes and the assessment tools necessary to accurately measure student progress toward those outcomes.

- We will cultivate self-motivation and productive behavior in students.
- We will develop strategies that will require students to create and monitor personal and academic goals.
- We will develop and support a faculty who accepts the responsibility to challenge and motivate students.
- We will effectively communicate with students, parents, and community to form strong partnerships.
- We will define the basic characteristics of quality student work, and develop a plan to communicate those to our community.

District Curriculum

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

School Improvement

West Elementary is fully accredited by the Kansas State Board of Education through the Quality Performance Accreditation (QPA) process. QPA is a school improvement process that holds schools accountable for continued improvement with respect to student achievement. Parents are encouraged to review West's School Improvement Plan available in the school office. It is the responsibility of the Site Council to monitor the School Improvement Plan, the guiding document for QPA that targets the areas of reading, writing, and math.

WEST ELEMENTARY SCHOOL PROFESSIONAL LEARNING COMMUNITIES

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

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

The mission of West Elementary School is to assure learning for all through a community of support.

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

Our vision is to work collaboratively using a guaranteed, viable, and relevant curriculum to ensure all will be proficient, well-rounded, and have a thirst for learning in a safe and proactive environment.

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

- We will provide a safe, inviting atmosphere for all.
- We will keep our students' needs and learning first.
- We will collaborate using agreed upon norms.
- We will work with the community to achieve our school's mission.
- We will create and implement a curriculum that focuses on best practice and research-based strategies.
- We will set S.M.A.R.T. goals and use data to guide educational decision-making.

West Elementary Goals

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

West Elementary Faculty and Staff

Principal - Amy Flinn; flinna@usd320.com

Administrative Assistant - Carolyn Griffitt; griffittc@usd320.com

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

West Elementary Site Council

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

West Elementary Parent/Teacher Organization

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

Board of Education Members

Richie Chrest	785-456-2763
Barb Downey	785-456-8160
Mike Malin	785-456-6941
Merlyn Pence	785-456-8556
Amy Schwein	785-456-8014
Richard Weixelman	785-456-2725
Philip Wethington	785-456-6723

Important Phone Numbers

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

USD 320 Website

You may read the calendar and the monthly newsletter by going to www.usd320.com then click on West Elementary School and the Newsletters. The website is a valuable informational tool.

School Day

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

Daily Schedule

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

Duty Schedule

A duty schedule is provided by the office. **Teachers and staff are expected to be at their appointed duty post on time.** Morning duty begins at 7:45 a.m. and ends at 8:00 a.m. Morning duty for Reading Assistants begins at 7:30 a.m. and ends at 8:00 a.m. Afternoon duty begins immediately after school. Each grade level team will share responsibility for supervision of bus students and walkers. Individual teachers will be assigned to one of these specific groups for their grade level. Teachers on bus duty must stay with students until the buses are loaded and pull out of the parking lot. Teachers supervising walkers must walk their students up the hill to 6th Street and stay with them until their entire group has been picked up. Changes may be made in supervision duties on a quarterly basis. Any changes in the duty schedule must be approved by the principal.

Excusing Students from the Classroom

No child will be dismissed from this school unless a parent/guardian has signed them out through the office. If a parent/guardian comes to your classroom to pick up a child, check with the office first. The office will call on the intercom to request the child be sent to the office for dismissal. Students who come to school late should sign in at the office and they will have a pass showing you they did so. If they are late and do not have a pass, please send them to the office. Do not count breakfast students late.

Keeping Students after School

No student should be left in the room or building after the teacher has left for the day unless under the supervision of another teacher. All children should call home to inform parents that they are staying after school. Bus students should be given a day to make necessary arrangements.

Dismissal

Teachers are responsible for dismissal of students. As specified above, teachers will also be responsible for after school duty. Students should not leave the building prior to the bells. Bus students are dismissed with the first bell at 3:20 p.m. and walkers with the second bell at 3:25 p.m.

Planning Time and PLC Teaming Time

Individual planning and PLC teaming time will be provided as specified in the schedule.

PLC Faculty Meetings

Faculty meetings will be held on a regular basis on the first Wednesday of each month from 3:30 p.m. - 4:30 p.m., unless extended time is needed. All teachers are expected to attend **all** faculty meetings. Teachers should make every effort to schedule doctor's appointments and other outside obligations on days that faculty meetings are **not** scheduled. Each meeting will have an agenda. If faculty or staff members have items for the agenda, these should be turned into the principal two weeks prior to the meeting. PLC faculty meetings will be used to discuss school improvement issues (including student achievement and progress toward State Standards), curriculum and instruction, professional development, building issues, and mutual concerns.

Professional Development

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

Teacher Evaluation

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

THE LEARNING ENVIRONMENT

Learning Time

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

Protecting Instructional Time with Students and Classroom Celebrations

One of the greatest responsibilities we have as educators is to protect the instructional time we have with our students. This means that every minute of every school day is important to the learning process. Teachers are to use scrutiny when scheduling any kind of classroom or grade level celebration. No classroom or grade level celebration (with the exception of holiday classroom parties or other school-wide planned celebrations) should exceed 20 minutes in length and should be used on a very limited basis. Please obtain principal approval prior to scheduling any classroom or grade level celebrations that interrupt any part of the instructional day. This includes any "extra" recess.

Lesson Plans

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

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

Instructional Strategies

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

Student Assessment

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

Extra credit is not a useful measure of student performance and should never be used to impact a student's grade. West Elementary teachers will not use the practice of giving "extra credit" in their classes. An emphasis should be placed on quality, not quantity, of student work and performance. A variety of activities should be available for students to demonstrate their learning. This learning should be assessed in a variety of ways also.

The use of worksheets should be limited. Student work should be completed and evaluated in a timely fashion. The teacher should make every effort to work with the student and parent if a student is not turning in work. Study hall should be assigned to a student during recess or before or after school when the student needs to complete late work or needs additional support from the teacher.

Homework

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

MTSS (Multi-Tiered System of Supports)

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

Phonics for Reading

Phonics for Reading is a supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions.

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

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

REWARDS

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

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

Corrective Reading

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

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

PARENT INVOLVEMENT

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

Home-School Compact

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

Parent Concerns/Complaints

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

Correspondence

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

Classroom Websites

All classroom teachers are required to provide a classroom website to keep parents informed of classroom learning goals and other special activities and events. This is a practice that is encouraged of all staff.

School Newsletter

The **Wamego West Words**, a school newsletter, will be distributed each month through our School Messenger notification system. Hard copies will be provided for students whose parents do not have email access. If you have items for the newsletter, please give the information to the school office by the second Wednesday of the month proceeding the month you want this information included in the newsletter. The WWW will also be posted on the district website.

News Releases

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

Calendar Events

All classroom activities and events will be placed on a web-based calendar. Instructions for accessing the web calendar will be given to all staff at the beginning of each year. It is very important to keep the calendar as accurate as possible.

STUDENT/TEACHER SUPPORT SERVICES

Student Improvement Team (SIT)

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

Confidentiality

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

Special Services

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

Title I Services

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

Counselor/Social Worker

The school counselor will conduct specific classroom group activities for students in the areas of character education and career awareness, but the counselor should also be used for individual counseling with students and parents. The school social worker is assigned specifically to special services students, but may be used for consultation on any student. Teachers should contact the principal if there is a need for school social worker services.

Building Aides

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

STUDENT DISCIPLINE AND MANAGEMENT

Behavior/Conduct (Policy JCDA)

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

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

Violation of any provision of the behavior code may result in disciplinary action up to and including suspension and/or expulsion.

The district shall cooperate with law enforcement in security matters and shall, as required by law, report criminal acts committed at school, on school property or at school-sponsored activities.

The behavior policies for West Elementary School are divided into five levels:

- **Personal Management** - Behaviors which affect only the individual student (like gum chewing, dress code violations, not prepared for class, computer violation).
- **Interpersonal Relationships** - Behaviors which affect interactions between individual students and individual(s), whether student or adult (like disrespect, inappropriate touching, spreading rumors, harassment).
- **Productive Classroom Environment** - Behaviors that occur in the classroom setting and interfere with the learning of others (like non-compliance, disruption of class, inappropriate language, cheating).

- Orderly School Environment - Behaviors that occur outside the classroom setting that are not intended to cause personal harm to another individual, are not illegal, but do negatively affect an orderly environment (like disrespect, non-compliance, more serious computer violations).
- Issues for Law Enforcement - Behaviors that are intended to cause another individual physical/emotional harm and/or are illegal (like vandalism, assault, stealing, fighting, possessing/using/dispensing drugs/alcohol/tobacco, weapons).

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

Bullying Prevention Program

The Olweus Bullying Prevention Program was implemented in the spring of 2005. All staff members are expected to support our efforts to prevent bullying in our school, and address bullying incidences when they occur. Our school motto is "Welcome to our school (as in a school of fish). No hooks allowed." School rules against bullying are as follows:

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

Definition of Bullying

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students. This includes such actions as hitting, kicking, shoving, spitting, taunting, teasing, racial slurs, verbal sexual harassment, threatening comments, and obscene gestures. This would also include getting another person to assault someone, spreading rumors, and deliberately excluding someone from a group or activity. (See Bullying Consequence Matrix on page 14.)

Discipline Referrals

Discipline referrals to the office should be made as a log entry through Power School and teachers should notify the principal ahead of time before sending students to the office, unless in the event of an emergency. If an emergency situation arises that a child must be removed from the classroom immediately, the teacher should contact the office for assistance and be sure to follow-up with the proper documentation (log entry) following the incident. Consequences and behavior management techniques will be addressed at PLC faculty meetings and PLC teaming meetings. The staff will also implement the principles of Love and Logic ® when working with all students.

FISH Philosophy

When working with each other and with our students, we will promote the "FISH Philosophy" that includes the following principles:

- Play (Have fun with each other and our students.)
- Make Their Day (Do something special for those around you.)
- Be There (Be present mentally when dealing with each other and our students.)
- Choose Your Attitude (Take a positive approach with each new day.)

Classroom Rules

Each classroom should establish a small list of rules/procedures and consequences for misbehavior. These should be approved by the principal prior to distribution to students and parents. It is best practice to involve students in developing this list of rules/procedures for the students to follow in their class.

BUILDING/OFFICE PROCEDURES

Attendance/Lunch Forms

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

Teacher Leave/Substitutes

Teacher leave is addressed in the Negotiated Agreement. Teachers should notify the school office as soon as possible regarding planned leave days so a proper substitute can be obtained. A substitute cannot be obtained until leave is requested. For unplanned leave, the teacher should contact the building principal no later than 6:30a.m. (A leave form must be completed in Skyward immediately upon the teacher's return.) Substitute information and lesson plans should be kept where the office can find the information quickly for the substitute. (Information regarding assignments for absent students should be included.)

Leave Requests and Purchase Requisitions

All staff are to complete leave requests and purchase requisitions using the Skyward data management program. Training will be provided to all new staff on using this technology.

Fire/Tornado Drills

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

Crisis Plan

The crisis plan developed by the district will be reviewed each year in teams. Teachers should keep information regarding the emergency procedures with their lesson plan books.

Emergency School Closing

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

Mail

School business mail and inter-school mail will be placed in the teachers' boxes each day. Outgoing mail will be taken to the District Office by 5:00 p.m. each day. Any item that must be mailed "same day" must arrive at the District Office no later than 2:00 p.m. If you need something mailed the same day and the mail has already been delivered to the District Office, you will have to hand carry this to the D.O. yourself.

Email

Employees shall have no expectation of privacy when using district e-mail or other official communication systems. E-mail messages shall be used to conduct approved and official district business. All employees must use appropriate language in all messages.

Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the administration. The district retains the right to duplicate any information in the system or on

any hard drive. Employees who violate district computer policies are subject to disciplinary action up to and including termination.

Copying

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

Intercom and Announcements

Intercom announcements will be kept to a minimum. If you have school-wide announcements, please send them to the office prior to 3:00 p.m. All announcements will begin at approximately 3:15 p.m. All students and staff should be silent during announcements. Students should not be putting things away during this time—make them stop and listen to the announcements given. Fifth grade students will go to their lockers and then to the band room/gym area following announcements. Third and fourth grade students are to remain in their classrooms until the first bell for bus students. After the first bell, walkers should go to their designated location and wait for the second bell.

Custodial Requests and Care of the Building

Teachers should review their rooms on a regular basis and look for repairs that are possible safety hazards. All requests should be placed on the appropriate work order form and submitted to the office. Students should take pride in their rooms and pick up trash, books, and other articles on the floor prior to leaving for the day. Chairs should be placed on desks, also.

Budget Requests

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

Collection of Funds/Fundraising

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

Dress

Staff members are expected to maintain a professional appearance and dress appropriate to their particular assignment (jeans and shorts are not appropriate.) Staff members should serve as role models in grooming and appearance for students. Wamego Junior Raider Day will be held twice a month and staff may wear jeans on this day with their Wamego Junior Raider shirts. Other days that are appropriate for wearing jeans are as follows: Field Trips, School-wide (only) Spirit Days, Activity Days for a specific grade level, Classroom Party Days, Play Day, Professional Development Days, Work Days, and Plan Days. Teachers should not wear jeans on days other than these specified days.

Cellular Phones

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

- Employees shall make written application to the superintendent explaining the need for the device and

the perceived benefits to the district.

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

Personal Calls and Personal Cellular Phones

Staff shall not make or receive personal calls during any part of their instructional day, unless of an emergency. Cell phones are to be turned to "silent" during student contact time. Staff will not talk on cell phones or send text messages during student contact time.

Wellness Committee

In the fall of 2005, USD 320 established a "Health and Wellness Committee" that continues to meet to work toward several established goals. The USD 320 wellness policy may be found in the Parent/Student Handbook. West Elementary Faculty and Staff are encouraged to serve as examples of healthy living and to model "balance" in eating habits for students.

Sexual Harassment Policy

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

Please see the student handbook for a detailed explanation of the sexual harassment policy.

"Wamego USD 320 does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission or access to, or treatment or employment in, its programs or activities.

Any questions regarding this district's compliance with Title VI, Title IX, or Section 504 may be directed to the Compliance Coordinator who can be reached at 913-456-7643, 510 E. Highway 24, Wamego, KS 66547."

West Elementary Bullying Consequence Matrix

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