

**New Hampton
Elementary School
Staff Handbook**



GENERAL OPERATIONS

INTERCOM

The intercom system is used for school-wide messages and announcements.

STAFF MAIL

Mailboxes are assigned to each staff member in the building. These can be found in the elementary office. Mail, notices, and some bulletins will be placed into your box. These should be checked daily as messages may require your immediate attention. Mail goes between the buildings at 9:15 a.m. Incoming mail arrives about 9:30 a.m.

LOST AND DAMAGED TEXTBOOKS

A textbook that shows any unnecessary amount of wear, damage or writing on the cover or pages, will result in a fine. For books that can be used again, the maximum charge will be \$10.00, and the minimum will be \$2.00.

The following procedure will be used for assessing the cost of a lost textbook:

- a. Books used for one year - (90%) of replacement cost.
- b. Books used for a second year - (70%) of replacement cost.
- c. Books used for a third year - (50%) of replacement cost.
- d. Books used for a fourth year - (30%) of replacement cost.

MAKING UP SPECIAL AREA CLASSES

If the special area teacher is available, special area classes will be held when the classroom (gymnasium, music room, media center, etc.) is not available as a result of a special event. Special area classes missed as a result of the class attending a special event during their scheduled special area class will be made up if a possible time is determined. Special area classes must meet for a minimum of 20 minutes. If, in the event of early dismissals, late starts, assemblies, etc., a class cannot attend their special for the minimum of 20 minutes, the class will be canceled.

NOON LUNCH

We have an excellent meal program. The first lunch and breakfast will be served the first day of school. Some children will bring their lunches from home. Teachers are required to walk their own class to the lunchroom, through the line and supervise them during their lunch on their duty day. Students are to have had an opportunity to use the restroom and wash their hands prior to entering the cafeteria. **It is important that teachers make sure that their classes are quiet and mannerly as they walk through the lunch line and while they are in the cafeteria following PBIS expectations.** It is important that classes be prompt to lunch.

PUBLICITY AND NEWS

The local newspaper is interested in covering school news of community interest. If you have anything newsworthy happening in your room, please contact the newspaper at 394-2111. Press releases may also be faxed or e-mailed to the newspaper at 394-2113.

KEEPING CHILDREN IN FROM RECESS AND/OR SPECIAL CLASSES

Parents may request in writing that their child be excused from PE or recess up to two days due to illness or injury with a doctors note. Otherwise no children should miss recess or a special. The classroom teacher has the responsibility to see that adequate supervision is being provided for any student kept in from recess. The classroom teacher will allow every student to participate in specific area classes unless it has been discussed with the principal or meets the guidelines above. (Specific area classes are Music, Art, Physical Education, and Library.)

TELEPHONES

School phones are for school business. Personal telephone calls should be kept to a minimum, and only when absolutely necessary. Classes will not be interrupted for phone calls unless it is important. Long distance calls may be made from any of the phones in the office and should be logged on the appropriate form near the phone if they are personal. The staff member will need to reimburse the school for personal long distance calls. Cell phones must remain off except during break times or otherwise notify bldg principals for emergencies.

Students may make phone calls only if they have permission from you to do so. It is important to screen the student's reasons for using the phone. Students are not to be using the phones to make arrangements for after school play. Long distance calls must be made from the office and the student should bring a phone pass indicating your permission.

TRAFFIC INFORMATION

Students must obey the traffic signals and the crossing guards on duty at all times. Please impress upon the children the danger of walking against the signal. Stress the danger of "Jaywalking". Students should cross only at the intersections. Crossing guards are on duty for their safety. These individuals are to be treated with the utmost respect for they have total authority at the intersections they are supervising. **Playground entrances are located near Hamilton and Linn, the middle of the playground, and the gate on Broadway.**

The kindergarten, first, and second grade teachers should always assist the children to the dismissal door and make sure they are connected with their parent or guardian. **Before dismissal, teachers should make sure that each child knows exactly how he/she is getting home.**

TRANSPORTATION

Buses for field trips and vehicles for various meetings, etc., are available. Request for the use of a bus or a school vehicle must be submitted to the Director of Transportation at least **5 days** before the day it is needed. Visit the website to do a transportation request. Login you may obtain from the Transportation Director.

<http://transpo-newhampton.rschoolday.com/login>

When the school vehicles are not available, faculty will need to provide their own transportation and be reimbursed by the district.

SECTION V. TEACHER DUTIES AND RESPONSIBILITIES

STAFF GUIDELINES FOR SUCCESS

This component aligns with Iowa Teaching Standard #1

In the New Hampton Elementary community, learning and using life skills are critical to the success of all staff. The life skills essential to the success of each staff member are practicing and modeling the **PBIS expectations and** Six Pillars of Character Counts. They are trustworthiness, respect, responsibility, fairness, caring, and citizenship.

A child's life is like a piece of paper and each passerby leaves a mark. Educators leave marks on every child they teach. Your students will remember you long after you have forgotten them.

RELATIONSHIPS

This component aligns with Iowa Teaching Standards #1 and 6.

Your students will work hard for you if they know you care. It is your responsibility to create a climate for learning in your classroom. Some researchers are saying, "Abandon classroom management and concentrate on relationship building. It is far more effective." Work hard at getting to know each and every one of your students. Here are some research-based climate builders that boost student achievement: negotiate classroom rules, use power with respect and not without question, keep students actively engaged, use encouragement and positive reinforcement, and have frequent private conversations with each individual student. The primary teacher role in the classroom is that of being the consistent source of encouragement.

EXPECTATIONS OF TEACHERS:

This component aligns with Iowa Teaching Standard #1.

- Be at the door or just inside the classroom at 8:00 to greet your students each day.
- Treat everything that happens in the school setting as *confidential*. Use your discretion as to what should be discussed outside your classroom and the school setting. Only those things of a public, positive nature should be shared with non-school persons.
- Notify the office if you will be out of the building during the day for any reason.
- Be responsible for your own happiness in the school setting. Your attitude will determine your own degree of happiness. This will have a huge effect on the climate/culture of the building.
- Turn your complaints and concerns into suggestions in order to contribute to a culture of efficiency.
- Find ways to celebrate the good things that happen in your classroom and the good things that you see around you on a daily basis. We will talk about celebrations whenever we can.
- Be a productive, positive part of the New Hampton Elementary team.

Teams are made up of people who work hard to make everyone else on the team successful.

SCHOOL HOURS

School hours for teachers are from 7:45 to 3:45. Paraeducators report at their assigned time. Teachers should be ready to supervise or assist students in their classrooms by 7:45. Teachers should not leave their classrooms unattended at any time. Please supervise your students and others until the hallways are cleared at the end of the school day. If you must leave the building during the day, please notify the office. If you are unable to report for duty, please enter your absence into Frontline (AESOP) as early as possible to permit maximum time for securing a substitute. ~~call as early as possible (between 5:30 and 6:00 a.m.) to permit maximum time for securing a substitute.~~

STATEMENT OF PROFESSIONAL ETHICS

The professional ethics component is aligned with Iowa Teaching Standard #8.

If you disagree or question a decision or practice involving our system, it is recommended you discuss it with the principal. This should be done in a constructive and professional manner. Complaints should never be made in the presence of other teachers, pupils, or outside persons. Co-operation accomplishes much more. Treat others as you would like to be treated.

DAILY ATTENDANCE

The professional ethics component is aligned with Iowa Teaching Standard #8.

Each regular classroom teacher is required to record attendance for the students in their homeroom each morning and notify the office of any changes during the day. A student is counted tardy if they haven't arrived before 8:20 a.m. (Bus pupils who are late because of transportation problems are not to be counted tardy.) Students must be present until 10:00 a.m. or until 1:30 p.m. if they are to be counted as present for the morning or afternoon sessions. Whether a student is excused or unexcused will depend on communication from the parent/guardian(s). Example of **Excused Absences**: Personal illness, family emergency, recognized religious observances, other reasons justifiable from an educational standpoint.

Unexcused Absences: Shopping trip, oversleeping, missing the bus, hunting. Please discuss chronic absences and tardiness with your principal as soon as you realize it is a problem

DETAINING STUDENTS

The supervision component is aligned with Iowa Teaching Standards #1 and 6.

If you wish to keep a pupil after school, plan to have the pupil remain in your room and do his/her work in your presence. Inform the office and make a telephone call to parents to inform them you are detaining their child. No child is to be left alone. Give parents notice a day in advance if you will keep the child longer than 30 minutes.

INDIVIDUAL EDUCATIONAL PLANS (IEP'S)

This component is aligned with Iowa Teaching Standards #1 and 4.

IEP'S are legal documents describing the educational objectives and the services provided to each child diagnosed with a disability or handicapping condition. Educational objectives and services include both instruction and those related services required to meet the unique needs of the child and are derived from a careful evaluation of the child and his environment. It is your job to review and use instructional recommendations outlined in the IEP. Please remember, a special education student assigned to your classroom is your responsibility, as well as that of the responsibility of the special education teacher.

ROLE OF CLASSROOM TEACHER AND SPECIAL EDUCATION STUDENT

This component is aligned with Iowa Teaching Standards #1 and 4.

The classroom teacher has a key role in meeting the needs of a student with a disability. Characteristics of special education vary widely. Each child is an individual, with a different combination of strengths and weaknesses. Therefore, it is important to remember that their instructional needs will also differ. No one technique or method is appropriate for all children. The key is finding what works for each particular student. Each student must be taught in a way that recognizes his learning or behavior problems. He/she may need different instructional materials, different teaching techniques and/or alternative means of indicating mastery of material. For these reasons it is important that IEP recommendations be followed in daily classroom instruction.

SUPERVISION OF STUDENT DISMISSAL

The supervision component is aligned with Iowa Teaching Standards #1 and 6.

During dismissal, each teacher is requested to supervise his/her pupils so that they leave in an orderly manner. Never permit students to march out without supervision. Do not permit pupils to loiter in the room or in the hall after dismissal. Please do not dismiss before the time indicated for your grade.

EVALUATIONS

Evaluations will be conducted according to Board Policy and Master Contract. As a result, teachers should expect a visit from the principal at any time. These visits will be announced and unannounced. Teachers are encouraged to ask the principal to observe a class of particular interest.

FACULTY MEETINGS AND GRADE LEVEL MEETINGS

The faculty/grade level meetings component is aligned with Iowa Teaching Standards #7 and 8.

Staff meetings are a necessary part of any education program. When staff meetings are called, attendance for any teacher involved in the program is required. If you are unable to attend, please notify the office at your earliest opportunity. Faculty meetings are covered under Article 8, Section B2 of the Master Contract.

TEACHER TRAINING/PROFESSIONAL DEVELOPMENT

This component aligns with Iowa Teaching Standard #7.

During the year, professional development days and PLC hours have been scheduled and are identified on the school calendar. These learning opportunities for teachers are essential to any quality educational institution. During these times teachers are engaged in learning new theories, strategies, and techniques to employ in their classrooms in order to keep up with the latest teaching and learning research. We ask that each teacher honor the expectation of the district that he/she will continually learn and implement the new knowledge and skills so that students will have the best and latest instruction in the classrooms of New Hampton Elementary.

LESSON PLANS

The lesson plan component is aligned with Iowa Teaching Standard #3.

Planning is an integral and vital part of the teacher's work. Without sufficient planning, the goals set may never be achieved. Lesson plans should be written with such clarity and detail that a substitute teacher can follow them readily. Your plan book should be easily accessible for a substitute teacher. Lesson plans for the following week will be due to the principal Sunday before the beginning of the week. Teachers who are co-teaching or sharing a student should get a copy of the next week's lesson plans to that co/shared

teacher (and paraeducator, if appropriate) Sunday afternoon. (e.g.: Title I, Empowerment, ELL, ELP, and/or Special Education instructor) Quality daily lesson plans should include:

1. The code for the standard and benchmark you are teaching.
2. The teaching strategies and activities that will be utilized.
3. The projects and activities that will be used for reinforcement and practice.

BRAIN-BASED INSTRUCTIONAL STRATEGIES:

This component is aligned with Iowa Teaching Standard #4.

Marcia Tate, in her book *Worksheets Don't Grow Dendrites* identifies the following instructional strategies that take advantage of how the brain learns best.

Writing	Story Telling	Mnemonic
Devices		
Use of Visuals	Movement	Role Play
Visualization	Metaphor, Analogy, Simile	Cooperative
Learning		
Music*	Graphic Organizers	Drawing
Humor	Discussions	Games
Project-Based Instruction	Curriculum-Based Field Trips	Technology
Work Study/On-the-Job Training	Manipulatives/Hands-on	

*Music aids memory. Music changes moods/states. Music has a Math/Language Connection

VARIATIONS FROM THE SCHEDULE

This component is aligned with Iowa Teaching Standard #3 and #6

When NHE teachers are going to vary from the usual schedule for academic or behavioral reasons (class rewards, guest presenters, etc.), please contact your building principal with the information and rationale for the variation. The district encourages you to keep these variations from schedule to a minimum so as to maximize academic time.

FIELD TRIPS

This component is aligned with Iowa Teaching Standard #4.

The New Hampton Community School District recognizes that first-hand experiences provided by field trips are a most effective and worthwhile means of teaching and learning. The district encourages field trips of significant value, which are directly aligned to the standards and benchmarks of a content area and are developmentally-appropriate. Each classroom will be allowed two quality field trips and a science trip to Twin Ponds each year. Currently, these trips are funded by Carnival funds. Teachers will be asked to follow the following procedures in preparing for a field trip: 1). Seek approval for the field trip from the building principal.-online process 2). Make sure all students have permission to participate in the field trip. 3). Complete the transportation form and attach a roster of the students who will be on the trip to send over

to the transportation office.- online 4). Make sure all safety precautions will be observed on the trip. 5). Ask for parent volunteers to accompany the class on the field trip.

ONLINE RESOURCES

This component is aligned with Iowa Teaching Standard #4.

Teachers are encouraged to use the online resources available from Keystone. Go to:

<http://www.aea1.k12.ia.us>

Select: Online Resources

User Name: kaea031

Password: kaea01

Online Resources available:

AccuWeather, AP Images, Atomic Learning, BookFlix, Britannica, CultureGrams, DE Science, Gale, iClipart, Learn 360, SIRS Issues Researcher, SoundzAbound, Teen Health & Wellness, TrueFLIX, and FollettShelf and more.

SUPERVISION

The supervision component is aligned with Iowa Teaching Standards #1 and 6.

Student supervision is the responsibility of all teachers at all times in the performance of their duties beginning at 8:00 each day. Teachers are responsible for supervising their students to the fullest extent possible. Never leave a student or group of students in your classroom, hallway, restroom, or cafeteria unsupervised by an adult. When leaving children unattended becomes imperative, arrange for supervision by other school personnel. This is for your protection as well as the school districts’.

SUPERVISION OF STUDENTS USING THE RESTROOM/GETTING DRINKS

This component is aligned with Iowa Teaching Standards #1 and 6.

Teachers should have their children return to the classroom after recess or special classes before going to the restrooms or getting drinks. Children should be dismissed from the classroom to get their drinks and to go to the restroom. Teachers must be supervising in the hallways during this time.

INCLEMENT WEATHER NOON SUPERVISION

This component is aligned with Iowa Teaching Standard #6.

In the event of high wind chills, rain, or other inclement weather during the noon period, we will use the following process to ensure that teachers receive their 24-minute duty free lunch. Activities will be implemented from these meeting areas.

Kindergarten will meet in one of the rooms on a rotating basis at 11:20.

Grade 1 will meet in one of the rooms on a rotating basis at 11:30.

Grade 2 will meet in one of the rooms on a rotating basis at 11:40.

Grade 3 will meet in one of the rooms on a rotating basis at 11:50.

Grade 4 will meet in one of the rooms on a rotating basis at 12:00.

PARENT CONTACTS AND COMMUNICATIONS

This component is aligned with Iowa Teaching Standard #1.

Public relations and communications are both vital to the success of our school system. It can take the form of written notes, e-mails, telephone conversations or face-to-face meetings at any time throughout the school year, not just at the scheduled fall and spring conferences. Experience has taught us that when dealing with elementary age youngsters it is best for principals, teachers and parents to confer directly with one another rather than rely on messages for which the student is responsible. Teachers are encouraged to personally invite parents to visit their classrooms and to communicate your classroom celebrations and events through a WIKI, blog, Facebook, and/or newsletter.

STUDENT EXPECTATIONS AND RESPONSIBILITIES

DISCIPLINE - PBIS

The discipline/classroom management component is aligned with Iowa Teaching Standard #6.

Leave no doubt in the pupil's mind as to what you expect of them in regards to their work and behavior. If you are having trouble or think that you will have difficulty, come to the office at any time to discuss your problem. Any disciplinary action you consider unusual, please notify the office of such action. Use of foresight will prevent major problems from arising. In all situations, avoid haste and prejudice, but insist upon truth and good order. Remember: Punishment out of anger is malice and could create a serious situation for the teacher and school district. If a problem develops in your class or classes, which involve an individual student, and the handling of this problem is distracting from your teaching, handle it professionally through the use of a discipline form to keep everyone informed. You are expected to refer the student to the principal's office (with a completed office referral form regarding majors) and/or the elementary guidance counselor.

Behavior will not be changed by elementary students all by themselves. It takes the efforts of teachers, students, and parents to develop orderly behaviors. We must plan for and teach appropriate behaviors following our PBIS expectations.

NEW HAMPTON ELEMENTARY K-4 CONDUCT POLICY

Expectations:

Student Responsibilities

- Follow classroom and school expectations
- Participate in learning and complete classroom assignments on time.
- Respect the rights, feelings, and property of everyone.
- Settle conflicts in a nonviolent way.
- Be courteous, responsible, and act in a safe manner.
- Follow the directions of all staff members, guests, and substitutes.
- Be prepared to begin the school day at 8:1820 a.m.

Teacher Responsibilities

- Teach, model, review, post and enforce expectations of the school, and individual classroom
- Maintain a positive learning environment
- Utilize instructional discipline techniques
- Implement and document a minimum of three intervention actions such as: corrective teaching, having a problem solving conference with student, writing a behavior plan, notifying parents, issuing a classroom consequence, refer to conflict managers, etc. prior to an office referral
- Request support when the above interventions have not been successful

K-4 CONDUCT POLICY - STEPS

1. **First Step** - Stop the behavior immediately. Offer corrective teaching.
2. **Second Step** - Have a problem-solving conference with this student. Offer corrective teaching and fill out a BEHAVIORAL/OFFICE REFERRAL FORM. This form will serve as documentation. This form goes home for parent signature and is returned to the teacher.
3. **Third Step** - Sit down with this student and develop an INDIVIDUAL BEHAVIOR CONTRACT (developed to meet the needs of the behavior). This form will serve as documentation. This form goes home for parent signature and is returned to the teacher.
4. **Fourth Step** - Contact parents and set up a conference. At this conference, the student, parents, and teacher will set strategies for bringing about acceptable behavior. All those in attendance will sign this INDIVIDUAL BEHAVIOR PLAN.
5. **Fifth Step** - Seek assistance from available building resources when the established plan is not effective.

***Special Note** - Maintain a positive learning environment. If behavior continues and is disruptive to the learning climate, student can be timed-out in an alternative place.

***When a student is instructionally out of control**, an immediate office referral will result.

Serious Offenses (Board Policy 503.1)

1. Harassment and Bullying
2. Damage, destruction or theft of property
3. Disrespect for school personnel
4. Physical abuse: fighting or purposely inflicting injury on another person
5. Possession of handling of a weapon or firearm or any “look alike”
6. Possession of tobacco, alcohol, or drugs or any “look alike” substance
7. Repeated School Violations: Purposely disregarding school rules or the directions of authorized school personnel or substitute personnel.
8. Disruption of the learning environment

Interventions (Consequences) for Infractions

When a student does not follow the expectations, calmly and consistently implement the mildest intervention(s) that might be appropriate based upon the frequency and severity of the misbehavior:

- Provide a brief verbal reminder (Effective Reprimand), followed with praise when behavior is corrected. e.g., “*Here at New Hampton Elementary, we value (state the rule) to make our hallways safe, orderly, and pleasant.*”
- Positive practice; have student exhibit corrective behavior.
- Detain student briefly, follow with Corrective Teaching and practice.
- Restitution; apologies to others as appropriate or clean up any mess made.
- Loss of privilege.
- Arrange for additional teaching and practice (at a non-preferred or slightly inconvenient time such as recess, lunch, before/after school or specials). The school counselor may be able to assist with this extended learning situation.
- Have student complete and implement a behavior improvement plan to identify chosen steps to improve behavior.
- Conference with parent.
- Detention
- In school suspension
- Out of school suspension
- Expulsion

***THE SEVERITY OF ANY OFFENSE MAY WARRANT THE IMMEDIATE USE OF ANY OF THESE MEASURES.**

In the case of detention being held from dismissal time to a time arranged at 4:00 p.m. or after, parents are responsible for providing transportation home from school at the arranged time.

LEVELED BEHAVIORAL DESCRIPTIONS

LEVEL 1

Tardy	No Book Cover if required
Disruption	Not Bringing Materials
Excessive Noise	No Sign Out
Lack of Academic Performance	Calling Out
Dress Code Violation	Leaving Seat without permission
Not Returning School Form	Other
Having Gum in School	

LEVEL 2

Disrespect	Chronic Off-task Behavior
Technology Violation schoolwork	Lack of responsibility for
Uncooperative with staff Interventions	Doesn't respond to Level 1
Aggressive Argumentative Behavior	Unexcused Absence
Refuse to Follow Directions (1st offense)	Not Following Instructions
Dishonesty	Other

LEVEL 3

Drug Use	Extra Curricular Activity Discipline
Alcohol Use (offense)	Refusal to Follow Directions (2nd
Tobacco Use Interventions	Didn't respond to Level 2
Destruction of Property	Threats
Theft	Physical Contact
Possession of weapon	Technology Violation
Harassment	Unexcused Absences
Multiple Detentions	Other

SUSPENSIONS OR EXPULSIONS

The following shall be considered serious student misconduct (Board Policy Code No. 503.1):

- 1. Disruption of school:** A student shall not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the substantial and material disruption or obstruction of any lawful mission, process or function of the school. Neither shall the student engage in such conduct for the purpose of causing the mission, process, or function of the school if such a disruption or obstruction is reasonably certain to result. Neither shall the purpose of causing the substantial and material disruption

or obstruction of any lawful mission, process, or function of the school if a substantial and material disruption or obstruction is reasonably certain to result from the student's urging. While this list is not intended to be exclusive the following acts (when done for the purpose of causing a substantial and material disruption or obstruction of any lawful mission, process or function of the school) illustrate the kinds and types of offenses encompassed here:

- a) Setting fire to or damaging any school building or property.
 - b) Causing to discharge, displaying or threatening use of firearms, explosives, or other weapons on any district owned property.
 - c) Prevention of or attempting to prevent the convening or continued functioning of any school, class, or activity or of any lawful meeting or assembly on the school campus.
 - d) Continuously or intentionally making noise or acting in a manner so as to interfere with the teacher's ability to conduct class or perform any other professional duties.
2. **Damage or Destruction of Private Property:** A student shall not intentionally cause or attempt to cause damage to private property on or off of the school grounds during a school activity, function or event. Neither shall a student at any time intentionally cause or attempt to cause damage to any private property owned by any employee of the school district whether it be on or off the school grounds.
 3. **Damage, Destruction or Stealing of School District Owned Property:** A student shall not intentionally cause or attempt to cause damage to school property or steal or attempt to steal school property.
 4. **Assault on a School District Employee:** A student shall not intentionally cause or attempt to cause physical injury to a school district employee. Nor shall any student attempt to harass or intimidate any school district employee as a result of the employee's relationship with the school. Neither self-defense, nor action taken in the reasonable belief that the action was necessary to defend or protect another person, shall be considered an "intentional act".
 5. **Physical Abuse of a Student or Other Person Not Employed by the School District:** A student shall not intentionally cause or attempt to cause serious bodily injury to any person:
 - a) On the school grounds during and immediately before and immediately after school hours.
 - b) On the school grounds at any other time when the school is being used by a school group.
 - c) Off the school grounds at a school activity, function or event, or
 - d) In any building, area, or vehicle owned or leased or borrowed by the school district.

Neither self-defense nor action taken in the reasonable belief that action was necessary to defend or protect another person, shall be considered an "intentional act."

6. **Weapons and Dangerous Instruments:** A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered a weapon or any "look alike" weapon or firearm:
- a) On the school grounds during and immediately before and immediately after school hours.
 - b) On the school grounds at any other time when the school is being used by a school group.
 - c) Off the school grounds at a school activity, function or event, or
 - d) In any building, area, or vehicle owned or leased or borrowed by the school district.

This rule does not apply to normal school supplies like pens, pencils or compasses, but it does apply to any firearms, any explosives (including firecrackers), any knife (other than a small penknife), dagger, razor, stiletto, switchblade knife, cigarette lighter and other dangerous objects of no reasonable use to the student at school or on the school grounds.

Any student who threatens another person on school property or at a school event with a dangerous weapon or an object that resembles a dangerous weapon, or who displays any object in such a manner as reasonably to place another person in fear for his or her safety shall be subject to discipline including possible suspension or recommendation for expulsion.

Parents of students found to possess a weapon or dangerous objects on school property shall be notified of the incident. Confiscation of weapons or dangerous objects shall be reported to the law enforcement officials.

7. **Narcotics, Alcoholic Beverages, Tobacco and Stimulant Drugs:** No student shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance as defined in schedule I through V or section 202 of the Controlled Substances Act (21 U.S.C.. 812) and as further defined by regulation at 21 C.F. R. 1300.11 through 1300.15, before, during, or after school hours at school or in any other school district location as defined below. In addition, no student shall possess, use or distribute tobacco products (or "look alike" substances that appear to be tobacco) nor shall any student possess, use, or distribute any "look alike" substance that appears to be alcohol or any of the substances defined above in this section, or possess, use, or distribute drug paraphernalia. (Use of a drug authorized by a medical prescription form and signed by a registered physician shall not be considered a violation of this rule. However, all drugs are to be dispensed from the nurse's office under his/her supervision.

"School district location" means in a school building or on school premises; in a vehicle owned, leased or borrowed by the school district, or in other school-approved vehicles used to transport students to and from school or school activities; off school property at school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district. Or otherwise:

- a) On the school grounds during and immediately before and immediately after school hours.
 - b) On the school grounds at any other time when the school is being used by a school group.
 - c) Off the school grounds at a school activity, function or event, or
 - d) In any building, area, or vehicle owned or leased or borrowed by the school district
8. **Repeated School Violations:** A student shall not repeatedly fail to comply with the directions of teachers, student teachers, substitute teachers, teacher aides, principals or other authorized school district personnel during any period of time when the student is properly under the authority of school personnel.

Consequences

1. Out-of-school suspensions - Student and parent(s) will meet with the grade-level teacher(s), school counselor, AEA personnel if necessary, and the principal to discuss the issue and write a behavior contract.
2. Student may be required to appear before the school board for determination of consequences before returning to school.
3. The New Hampton City Police will be notified immediately and do whatever is necessary when a student is in possession of, using or selling alcoholic beverages, dangerous drugs, tobacco, or look-alike substances.
4. The New Hampton City Police will be notified immediately and do whatever is necessary when a student assaults another student or staff member.

BEHAVIORAL EXPECTATIONS OF ELEMENTARY STUDENTS: Follow PBIS Handbook

Children learn best in an atmosphere of order where expectations are clearly defined, firm, fair, and consistent. All students have a right to a school environment which is conducive to learning. The most effective techniques for teaching responsible, acceptable behavior include the following;

1. **Expectations**, which are clearly defined, communicated, and modeled.
2. **Positive Reinforcement** of acceptable behavior.
3. **Consequences** for unacceptable behavior.

Reteaching Guidelines

What you permit, you promote. What you allow, you encourage.

What you own, you condone.

BULLYING AND HARASSMENT:

Student misconduct will be investigated to determine if the misconduct meets the definitions of bullying or harassment. Staff members will complete an incident report form for student misconduct. Incident report forms will be turned into the building principal who will determine if a formal investigation or informal inquiry needs to take place.

Board Policy #503.6

The following are expectations in specific areas at New Hampton Elementary:

Expectations in the Cafeteria

Students will:

Trustworthy	Respectful	Involved	Be Prepared	Effort
<ul style="list-style-type: none"> ● Eat/Try what you take ● Return your utensils/tray to the wash area 	<ul style="list-style-type: none"> ● Pick up your trash <ul style="list-style-type: none"> ○ Even if it is not your own ● Say “Please” and “Thank you” 	<ul style="list-style-type: none"> ● Level 0-1 Voice 	<ul style="list-style-type: none"> ● Sit on your bottom ● Stay in your own space 	<ul style="list-style-type: none"> ● What’s on your plate stays on your plate

Show ~~RESPECT~~ for others by talking politely and using table manners

Be ~~RESPONSIBLE~~ for their actions.

Be ~~FAIR~~ by doing what is right and expected

Be a ~~CARING~~ friend.

Be a good ~~CITIZEN~~ by cleaning up the table before leaving.

Be ~~TRUSTWORTHY~~ by eating the food they have put on their plate.

When in the cafeteria, students are expected to:

- Use acceptable table manners (eat quietly and quickly, eat their own lunch, chew with mouth closed, use utensils and napkins appropriately, speak positively, use inside voices, and stay seated with feet on the floor and elbows off the table.)
- Follow line basics when lining up and walking in and out of the cafeteria (Line Basics: face the front, keep hands and feet to self, no talking)
- Follow the Give Me Five Procedure when needing to be attentive (Give Me Five Procedure: hold hand up, mouth is quiet, hands are at your side, feet are on the floor, ears are listening and eyes are watching)

Other Cafeteria Expectations:

Students will:

- Say “please” and “thank you” at the appropriate times.

- Listen carefully and follow the directions of the cooks and servers.
- Eat their own food and not share with neighbors.
- When finished eating, get up quietly and look for a clear path to dump their tray.
- Return to their seats immediately and wait quietly until it is time to line up.

Staff Responsibilities in the cafeteria:

- During the first weeks of school each teacher will teach and enforce the cafeteria expectations and guidelines for table manners and review lessons as needed.
- All staff will use preventive prompts (reminders of student expectations) regularly for the first quarter just prior to dismissing students for lunch. Prompts should continue throughout the school year.
- All staff are to maintain low tolerance and use corrective teaching with individual students or groups for violations of the expectations.
- Corrective teaching should occur with individual students or groups when violations of the expectations occur.
- ~~Use “Being Responsible in Our Cafeteria” checklist for students to reflect/report/discuss how well they did regarding the cafeteria expectations. This should be used especially in the beginning of the school year and when needed to review cafeteria expectations.~~
- Each teacher will have a plan for how a new student will be taught responsible lunch behavior.
- Substitutes will be taught cafeteria expectations and supervision responsibilities by the principal.

Supervision Responsibilities

- Each grade level needs to arrive at their scheduled time.
- Teachers will supervise their students passing in the hallway to and from the cafeteria.
- Staff will supervise their class while eating in the cafeteria monitoring and assisting students as needed.
- Staff is to model appropriate table manners and positive conversing skills throughout lunch.
- Supervisors are responsible for encouraging appropriate cafeteria expectations and carrying out the consequences for infractions.
- Supervisors will be visible and interact positively with their students. (Catching students being respectful, responsible, cooperative, and providing positive feedback is an important part of supervision.)
- Encouraging appropriate behavior and helping build positive adult-student relationships creates a warm invitational environment.
- When a student does not follow the cafeteria expectations, supervisors are to calmly implement the mildest intervention/s based upon the frequency and severity of the misbehavior.
- Staff is responsible for supervising cleanup at their table.

- Staff will dismiss their classes by rows, expect students to walk when leaving and walk them to the classroom.

Encouragement Procedures

Staff will consistently encourage responsible behavior through regular positive interactions with students.

- Frequent general praise or appreciation should be provided to individuals or groups when displaying responsible behavior (e.g., compliments, thank you, high sign, thumbs up, smiles, etc.)
- Positive feedback (effective praise should be offered privately to successful individuals who may have had previous difficulties or exhibit responsible behaviors that required effort.)
- Have a student who is doing well teach and be a “lunch buddy” for new students.
- Give individual student/s showing effort to behave responsibly, respectfully, safely or cooperatively a “Character Counts” card, possibly first week of the month.
- School wide announcement from the principal (pleasant, respectful). Similar recognition from any guest can also serve as a powerful reinforcement.
- Positive note/s comments from teachers, cooks, custodians, etc.
- Each grade level may provide an incentive or reward for the best cafeteria behavior.
- Recognition/announcement in school newsletters, etc.
- Reward ideas:
 - Help serve food
 - Can choose where to sit
 - Listen to music while eating a healthy snack in the classroom
 - Help plan the day’s menu
 - Traveling trophy from table to table
 - Eat in classrooms
 - Balloon on the table with good manners.
 - Sit with the principal...or person of child’s choice.
 - Designate special area to sit for a special treat, or with silverware, candles,

tablecloth

Interventions (Consequences) for Infractions

When a student/s does not follow the expectations, calmly and consistently implement the mildest intervention that is appropriate based upon the frequency and severity of the misbehavior:

- Positive practice; stop student and have them demonstrate correct behavior.
- Use an Effective Reprimand followed with praise when behavior is corrected.
- Stop student who has had difficulties before entering the cafeteria to do a brief review (Individual Teaching) of needed expectations. Let student know you will be watching for the responsible behavior. Be sure to catch him/her being good and provide positive feedback.

- Restitution: apologies to others as appropriate or have students select a way/s they can act cooperatively with each other or make amends (do something nice, thoughtful or helpful) to those who may have been offended by their behavior. See that they carry out their restitution.
- Additional teaching and practice (at a non-preferred or slightly inconvenient time for student).
- Have student develop a behavior improvement plan and share it with the supervisor. Or develop a plan and have the student obtain the signature of a teacher, principal or parent.
- Arrange for student with chronic problems to visit with an adult (supervisor, guidance counselor, etc.) each day before joining the others at the lunch table to review and practice expectation.
- Have the student complete a problem solving form (available in the office).
- If several students are having problems arrange for a small group problem-solving session with the school counselor. A class meeting may also be helpful if entire class is having difficulty.
- If several students are having difficulty arrange for “table manners demonstration” where students can learn and role-play under closely supervised conditions until they demonstrate readiness to join other students’ table.
- Office referral for serious misbehavior or insubordination.
- Other ideas:
 - Assign seats
 - Help cooks, clean tables, sweep, during noon recess
 - Student needs to sit by the teacher
 - Move student to another grade level table
 - Teacher to use whisper in ear method
 - Gentle touch on shoulder as reminder
 - Written reflection
 - Time-out table
 - Go to the end of the line

Rationales for Students to Understand:

- When you are kind to others at lunch, they will be more likely to want to sit and enjoy your company at the table.
- When you take appropriate serving sizes, you will not waste food and finish your lunch on time.
- When you use good table manners and respect your eating area, you are being a good role model for others demonstrating good citizenship.
- When you drop silverware, food, napkins and pick them up, you are showing responsibility for your actions and save time for the cooks and custodians.
- When you listen carefully and follow the cooks’ directions the line will keep moving and you will get to the table sooner.
- When you listen calmly while a supervisor talks with you, you’ll be able to learn what is expected and get back to eating more quickly.

- If you listen respectfully when a supervisor talks to you about your behavior, they will think you are cooperative and you will avoid further consequences.
- If you eat quickly and quietly and follow line basics, it will give you a longer recess time.
- When we clean up after ourselves, it makes our cafeteria a pleasant place to be and shows others that we have respect for our school.

Expectations in the Hallway- Follow PBIS procedure

Students at New Hampton Elementary School pass through the hallways upon arrival and dismissal (approximately 400+ students), when going to and from recess (140 students), to and from lunch/recess (140 students), and when their individual classes travel to specials (art, music, physical education, and library).

Students will:

Trustworthy	Respectful	Involved	Be Prepared	Effort
<ul style="list-style-type: none"> ● Keep eyes up and facing forward 	<ul style="list-style-type: none"> ● Use quiet, walking feet 	<ul style="list-style-type: none"> ● 0-1 Level Voice 	<ul style="list-style-type: none"> ● Follow the person in front of you 	<ul style="list-style-type: none"> Keep hands and feet to yourself

- Be quiet – Others are working.
- Walk at all times.
- Go directly to assigned area.
- Stay in line and to the right.
- Keep yours hands and feet to yourself.
- Return to the classroom quickly.
- Keep hallways clean and free of litter.

Teacher Responsibilities for Supervision in the Hallways

- On the first day of school, each classroom teacher will conduct a lesson on the basic responsibilities when in our hallways. These lessons should show how the expectations are an extension of our Guidelines For Success. The student hallway responsibilities should be presented in a way that communicates to staff and students that they will be working together to ensure our building is a pleasant place for all. Teachers of younger students will want to include going into the hallways to demonstrate and practice as a part of the lessons. The lesson will include:
 - *The explicit instruction of **line basics**: *face forward, voices off, arms to the side, feet reading to walk. Hallway line basics: walking feet, appropriate space, stay to the right.*
 - *The clarification (and demonstration) of the meaning of each student hallway

- responsibility. What does it look like when we are all using hallway line basics?
- Line/hallway basics are to be used to move students in and out of the building, during fire/tornado drills, anytime directions need to be given by a teacher while students are in line, and when the teacher decides it is necessary.
 - Subsequent lessons will be taught as needed throughout the year to thoroughly teach and practice all expectations. The principal will help to remind staff of this routine teaching responsibility.
 - Teachers will prompt (Preventive Prompt) students just prior to dismissals (e.g., “Before we go to music, who can tell me one thing that is important to remember about passing through our hallways?” or “As we head down to the cafeteria, I’m going to be watching for responsible hallway behavior”).
 - If problems occur with a specific class or the entire student body, teachers will be asked to resume conducting lessons on hallway expectations and increase the use of preventive prompts and feedback until improvement is noted. A brief review of procedures should occur with individual students who are known to require more frequent review and reminders.
 - Staff is encouraged to use Corrective Teaching with individuals or groups when any violation of the expectations occur. Our tolerances must not differ from the expectations.
 - Each classroom teacher will have a plan for how new students will be taught responsible hallway behavior.
 - Substitutes and student teachers will be informed of hallway expectations and supervision responsibilities by the principal, the handbook or substitute folder.

Supervision Responsibilities

To ensure responsible student behavior in our hallways, all staff must maintain high visibility. The adult presence in our halls serves to monitor appropriate behavior, help build positive adult-student relationships, and establish a warm invitational environment. Staff will greet students and interact positively as they pass, providing positive feedback for responsible hallway behavior whenever observed. Adults will model all behaviors expected of students (e.g., quiet voices, staying to the right, smiles, greetings, etc.).

- During the time of student arrival (8:00) and departure (3:18), teachers will be assigned to supervise designated areas: the north and south doors of the first floor of the elementary wing, the “u” area, and the south landing of the fourth grade hallway.
- During A.M. arrival (8:00), each teacher will be in his/her classroom to greet their students. This is a critical time to get the day off to a positive start.
- When dismissing students, all staff are expected to provide hallway supervision. Grade level teams will be responsible for establishing dismissal procedures that will insure safe, orderly, and pleasant hallways. These procedures will be written and shared with the principal.
- Staff are responsible for the supervision of whole-class dismissals for restroom and drink breaks. Classrooms sharing drink and bathroom facilities will be considerate of each other’s time using these areas.

- All staff are responsible for the behavior of their own class when passing through the building as a group.
- Each teacher is to escort his/her students to and from specials.
- At the beginning and end of recess, each teacher is to step into the hallway to supervise his/her students.
- At lunch, each teacher escorts students to and from the cafeteria, then follow the cafeteria common area procedures.
- All staff should help achieve the goal of safe, pleasant hallways by carefully monitoring hallways throughout the day as they routinely move through the building.

Encouragement Procedures

- Staff will consistently encourage responsible behavior through frequent positive interactions with students:
- High rates of positive feedback or appreciation will be provided to individuals, groups or an entire class by all staff (e.g., smiles, “hi signs,” compliments, thank you, praise, positive notes, etc.).
- Positive feedback will be offered privately to successful individuals who may have had previous difficulties.
- Special positive feedback from the principal (or counselor, superintendent, etc. (e.g., *“I was talking to Ms _____ and she tells me that you have really been showing responsibility in our hallways!”*)
- Teachers may choose to reward respectful and responsible group hallway behavior with special activities.
- School wide announcement from principal (pleasant, orderly behavior) or from janitor (cleanliness, respect for building).

Interventions (Consequences) for Infractions

- When a student does not follow the expectations, calmly and consistently implement the mildest intervention(s) that might be appropriate based upon the frequency and severity of the misbehavior:
- Provide a brief verbal reminder (Effective Reprimand), followed with praise when behavior is corrected. e.g., *“Here at New Hampton Elementary, we value (state the rule) to make our hallways safe, orderly, and pleasant.”*
- Positive practice; have student go back and exhibit corrective behavior.
- Detain student briefly, follow with Corrective Teaching and practice. Going to the end of the line or missing part of a recess may be an additional logical consequence for having to be detained and taught.
- Restitution; apologies to others as appropriate or clean up any mess made.
- Loss of privilege to pass independently (e.g., especially for irresponsibility during a trip to the restroom). Or assign an escort for a brief time until the child demonstrates the ability to behave independently.
- Arrange for additional teaching and practice (at a non-preferred or slightly inconvenient time such as recess, lunch, before/after school specials). The school

- counselor may be able to assist with this extended learning situation.
- Have student complete and implement a behavior improvement plan to identify chosen steps to improve hallway behavior.

Expectations in the Restroom- Follow PBIS expectation

Students will:

Trustworthy	Respectful	Involved	Be Prepared	Effort
<ul style="list-style-type: none"> • Allow others to have privacy <ul style="list-style-type: none"> ○ Worry about your space- no one else's • Report problems to adults • Go directly back to class when done 	<ul style="list-style-type: none"> • Wait your turn quietly 	<ul style="list-style-type: none"> • Level 1 Voice 	<ul style="list-style-type: none"> • Clean up after yourself and throw trash away • Wash your hands after flushing 	<ul style="list-style-type: none"> Flush Twice if necessary

- Walk quietly and quickly to the restroom.
- Use the toilet appropriately and flush.
- Wash hands using soap and dry thoroughly.
- Return quietly and quickly to the classroom.

EXPECTATIONS ON THE PLAYGROUND- FOLLOW PBIS EXPECTATIONS

Students at New Hampton Elementary School will have approximately 400 students, and grade level recess times in the morning, noon and afternoon As scheduled:

Grade	A.M. Recess (15min.)	Lunch Recess (25 min.)	P.M. Recess (15 min.)
TK/K	9:30-9:45	11:20-11:45	1:25-1:40
1st	9:30-9:45	11:30-11:55	1:25-1:40
2nd	9:55-10:10	11:40-12:05	2:05-2:20
3rd	9:55-10:10	11:50-12:15	2:05-2:20
4th	9:55-10:10	12:00-12:25	2:05-2:20
PK	9:00-9:25	1:00-1:20	3:00-3:15

	Morning	Noon	Afternoon
TLC	10:45-11:15		2:45-3:15
K	10:00-10:15	12:15-12:45	2:00-2:15
1	10:00-10:15	11:30-12:00	2:00-2:15
2	10:00-10:15	11:40-12:10	2:00-2:15
3	10:15-10:30	11:45-12:15	2:15-2:30
4	10:15-10:30	11:55-12:25	2:15-2:30

When on the playground, students are expected to:

Trustworthy	Respectful	Involved	Be Prepared	Effort
<ul style="list-style-type: none"> Tell truth to adults Turn in items that are left behind Stay within playground area unless given permission Stay in student spaces- Dumpsters, green box and bike racks are adult spaces Stay away from puddles and ice 	<ul style="list-style-type: none"> Treat others the way you want to be treated Follow directions Show good sportsmanship Take turns and play cooperatively Keeping our playground clean- even if it wasn't your fault 	<ul style="list-style-type: none"> Play safely with others Ask for help when you need it Use equipment safely and appropriately 	<ul style="list-style-type: none"> Dress appropriately for the weather What is on the ground, stays on the ground Line up quickly and quietly when you hear the whistle 	<ul style="list-style-type: none"> Allow others to join your game Play tag, kickball, etc on the large open areas only Try new things

- Stay outside unless given permission by the supervisor to go back into the building.
- Remain within the fences on the playground unless given permission to leave by the supervisor on duty. (Retrieving a ball, etc.)
- Stay away from the bike racks, dumpster, green electrical boxes during recess.
- Settle differences with others by using the Conflict Managers.
- Line up quickly when the bell rings using line basics (Line Basics: face the front, keep hands and feet to self, no talking)
- Respond quickly to the Give Me Five attention signal of the supervisor (Give Me Five Procedure: hold hand up, mouth is quiet, hands are at your side, feet are on the floor, ears are listening and eyes are watching)
- Play tag on the open areas only.

- Play on the large playground with kick balls and use them away from the playground equipment or buildings.
- Use picnic tables responsibly and respectfully by sitting on the benches and using table tops for placing materials needed to draw, color, or read.
- Show school pride by picking up litter and debris on the playground.
- Leave the playground area when school is dismissed.

When on the playground, students are not allowed to:

- Interfere in games played by other students.
- Climb on the fences or swing set/basketball poles.
- Pick up rocks or wood chips.
- Slide on the ice.
- Throw snow or play on the snow piles tagged with colored flags.
- Play soccer, dodge ball, tackle or touch football.
- Use bad language.
- Fight with others.
- Play games, which are physically unsafe or aggressive in nature (e.g.: jump on each other's backs, Power Rangers, karate, human pyramids, kickboxing, wrestling, etc.)
- Perform gymnastics moves (e.g.: Cartwheels, somersaults, splits, etc.)
- Jump off any playground equipment.
- Chew gum or eat candy on the playground, unless it is a planned school function.
- Play kickback on grass.

PLAYGROUND EQUIPMENT RULES

Gliders on Both Playgrounds -

- Go one way by starting on the end toward the building.
- When you reach the other end, return the handle bar to the next person waiting their turn.
- Go across the glider on your own power.

Jungle Gym activity center with slides -

- Wait at the top of the **slide** until the person ahead of you reaches the bottom and moves out of the way.
- Go down the **slide** seated on bottom, feet first and move away quickly making room for the next person waiting their turn.
- Climbing up **slides** or hanging on the sides is unsafe.
- Putting snow on the **slides** causes problems.
- The bars on the outside of the **Jungle Gym** are designed for chin ups.
- When crossing the round **red pogo climber**, start on the outside end and walk across toward the main part of the Jungle Gym.

Swings -

- Stay away from the swings while they are in use.
- Do not climb up the poles of the swing set.
- Swing straight seated on their bottom.
- Swing on your own power.

NO GO CARTS, SKATEBOARDS OR MOPEDS ARE TO BE ON THE PLAYGROUND AT ANY TIME. STUDENTS ARE ASKED TO STAY OFF FLAGGED SNOW PILES AND AWAY FROM WATER PUDDLES.

KICKBALL GAME RULES

Show Respect for One Another!

1. Teams are chosen by counting off, not by choosing.
KICK in the order you were picked for the entire recess.

2. Kickers/Runners:

- Only one person at the plate at one time.
- The kicker should not run ahead of home plate to kick the ball
- Two foul balls is an OUT
- No leading off base
- If a ball is overthrown, the runner may advance one base
- First base is the only base that can be overrun
- Play fair. Admit when you have been tagged out.

3. Outfielders:

- The pitcher will be from the team that is kicking
- Take turns pitching
- When the pitcher has the ball, NO one can run
- For safety reasons, all throwing must be shoulder height or lower
- Tripping or blocking the base or baseline is not safe for the runner.
- Play fair. Do not hold players back from running.

Staff Responsibilities on the Playground:

- During the first week of school each teacher will teach and reteach the playground expectations.
- Teach the responsible use of the Buddy Benches.
- All staff will use preventive prompts (reminders of student expectations) regularly for the first quarter just prior to dismissing students for recess. Prompts should continue throughout the school year.
- Corrective teaching should occur with individual students or groups when violations of the expectations occur.
- Use “Being Responsible on our Playground” checklist for students to reflect/report/discuss how well they did regarding the playground expectations. This should be used especially in the beginning of the school year and when needed to review playground expectations.

- Each teacher will have a plan for how a new student will be taught responsible playground behavior.
- Substitutes will be taught playground expectations and supervision responsibilities by the principal.
- After the conflict managers have been trained, these students will role play situations for grade levels to see how to effectively use their services on the playground.
- The playground supervisor and the office will make the decision in regard to going outside for noon recess during inclement weather.
- A.M. and P.M. RECESS staff-on-duty are responsible to decide and communicate with the grade level teachers whether or not the students will be going out or staying in. Staff are asked to respect the decision made.

Supervision Responsibilities

- For kindergarten, first, and second grade level a.m. and p.m. recesses there will be **two** supervisors.
- For Third and Fourth grade levels a.m. and p.m. recesses there will be **two** supervisors.
- Grade levels will supervise their students passing in the hallway to and from the playground. As the teachers on duty dismiss students from the playground, teachers will supervise the students at strategic spots along the route to their rooms.
- **Supervisors are to circulate about the playground and avoid standing in one place.**
- Supervisors will be visible and interact positively with as many students as possible. (Catching students being respectful, responsible, safe and cooperative, and providing positive feedback is an important part of supervision.)
- To ensure responsible student behavior all staff are asked to share supervision when students are passing to and from the playground. This high staff visibility serves both to encourage appropriate behavior and to help build positive adult-student relationships and a warm invitational environment.
- Teachers should not routinely use loss of recess as a consequence for student misbehavior in their classrooms. Students may, on occasion, be detained from recess briefly to complete work or visit with a teacher about their behavior, ongoing removal from recess should not occur.
- When a student does not follow the playground expectations, supervisors are to calmly implement the mildest intervention/s based upon the frequency and severity of the misbehavior. Students are NOT to be sent into the building as a result of disciplinary action unless it is severe behavior.
- Crisis Procedures: Staff member will radio to the office when extra support is needed Send responsible student in to an adult closest to the playground with the red "Send Help" card. That adult is responsible for letting the office know of the

emergency. Reasons may be severe injury, medical crisis, student left grounds, fighting or out of control, stranger on playground, abduction; call 911.

- Staff will be supplied with Nurse and Restroom passes to use at their discretion.
- Report to duty on time with whistle, building keys, walkie talkie “Send Help” cards, and fanny packs.
- Supervisors are responsible for encouraging procedures, carrying out the consequences for infractions, and informing the teacher of actions taken.
- Supervisors are to encourage students to use conflict resolution processes and go to “Conflict Managers” when necessary.

Encouragement Procedures

Staff will consistently encourage responsible behavior through regular positive interactions with students in the following ways:

- Frequent general praise or appreciation should be provided to individuals or groups when displaying responsible behavior (e.g., compliments, thank you, high sign, thumbs up, smiles, etc.)
- Positive feedback (effective praise should be offered privately to successful individuals who may have had previous difficulties or exhibit responsible behaviors that required effort.)
- Comment on an individual’s or group’s responsible behavior to their teacher or principal, and have them pass along the report to the students.
- Have a student who is doing well teach and be a “recess buddy” for new student.
- Give individual student/s showing effort to behave responsibly, respectfully, safely or cooperatively a “Character Counts” card, possibly first week of the month.
- School wide announcement (once a week in the beginning) from the principal (pleasant, respectful, safe play).
- Extra recess time.
- Positive note to student or parents.
- Traveling “trophy/banner” to the grade with the best playground behavior for the week.
- Recognition/announcement in school newsletters, etc.

Interventions (Consequences) for Infractions

When a student does not follow the expectations, calmly and consistently implement the mildest intervention that is appropriate based upon the frequency and severity of the misbehavior:

- Students should use conflict resolution processes (ex. “I feel messages...” If conflict is not resolved, then go to the Conflict Managers on duty.)
- Positive practice; stop student and have them demonstrate correct behavior.
- Use an Effective Reprimand followed with praise when behavior is corrected.
- Detain student briefly for 2-3 minutes (“sit and watch,” walk with supervisor, sit on a bench or stand by wall); follow with Corrective Teaching and practice. Watch for student to behave responsibly later and provide praise.

- Stop student who has had difficulties before entering playground to do a brief review (Individual Teaching) of needed expectations. Let student know you will be watching for the responsible behavior. Be sure to catch him/her being good and provide positive feedback.
- Restitution: apologies to others as appropriate or have students select way/s they can play cooperatively with each other or make amends (do something nice, thoughtful or helpful) to those who may have been offended by their behavior. See that they carry out their restitution. ex. (kickball on the roof). When a student abuses or loses the playground equipment of another classroom, his/her classroom will replace it.
- Additional teaching and practice (at a non-preferred or slightly inconvenient time for student).
- Loss of privilege to play on specific equipment or in game or activity of a few minutes, rest of recess, or until a period of successful play has been demonstrated.
- Have student develop a behavior improvement plan and share it with the supervisor. Or develop a plan and have the student obtain the signature of a teacher, principal or parent as their “ticket” back onto the playground.
- Arrange for student with chronic problems to visit with an adult (supervisor, guidance counselor, etc.) each day before joining the others at recess to review and practice expectation. If the practice is successful, the student may then be excused to the playground.
- Have the student complete a problem solving form (available in the office).
- If several students are having problems arrange for a small group problem-solving session with the school counselor. A class meeting may also be helpful if entire class is having difficulty.
- If several students are having difficulty arrange for “developmental recess” where students can learn and play under closely supervised conditions until they demonstrate readiness to join other students.
- Arrange to meet with Child Assistance Team and parents to develop an intervention plan.
- Office referral for serious misbehavior or insubordination, where a parent will be called.

Rationales for Students to Understand:

- When you are kind to others at recess, they will be more likely to want to include you in their play or activity.
- When you take turns, everyone gets a chance to use the equipment at each and every recess.
- When you play only where you are supposed to be, you will be safe and your supervisor will know that he/she can trust you.
- When you leave your personal items in the classroom or at home, you are less likely to lose them or have them get broken or damaged.
- When you talk it out, you can keep friends and they’ll be more likely to cooperate with you.

- When you listen calmly when a supervisor talks with you, you'll be able to learn what is expected and get back to playing more quickly.
- If you listen respectfully when a supervisor talks to you about your behavior, they will think you are cooperative and you will avoid further consequences.
- If you can stop immediately and line up when the recess bell rings, everyone will be able to have the full recess time. If it takes a long time to line up, supervisors may have to cut playtime short to allow extra time to line up.
- When we use the equipment as intended, we can avoid accidents and injuries.
- When we are responsible and take good care of our equipment, we ensure that it won't get broken or ruined and that there will always be fun things to play with.
- When we pick up litter from our school grounds, it makes it a more pleasant place to be and shows others that we have respect for our school.
- When you use the conflict managers, you will be able to solve your problems easily and quickly, so both of you can get back to enjoying your recess.

HOMEWORK OBJECTIVES AND RESPONSIBILITIES

The homework component is aligned with Iowa Teaching Standard #3.

Introduction

Homework is an important part of a student's learning experience. It provides opportunities for students to practice skills and improve their understanding. It also provides additional time for students to complete work, conduct follow-up studies, and develop good study habits.

Homework Objectives

At New Hampton Elementary, teachers assign homework to achieve the following objectives:

- Provide independent practice of learned concepts and/or skills.
- Assist students in developing good independent work/study habits.
- Promote student responsibility, time management, and self-discipline.
- Encourage independent research skills.
- Promote positive interaction between students and parents.

Homework Responsibilities:

In order to promote homework as an extension of the classroom experiences, the following guidelines have been developed to assist those working with students.

Student Responsibilities

- Record, complete and return assigned work on time. (If a parent brings in a homework assignment after school begins, it will be placed in the teacher's mailbox. Instructional time will not be interrupted to have the student come to the office.)
- Assume responsibility for completing work when absent from school.
- Establish a time and location at home to complete homework assignments.

- Communicate homework assignments with the supervision of parents/guardians.
- Strive to complete work to the best of his/her ability.

Parent/Guardian Responsibilities

- Work with the student to develop an appropriate time and location to complete homework and to develop daily homework routine.
- Provide an environment conducive to the completion of homework.
- Encourage and motivates students but does not do the student's homework.
- Communicate with the teacher if concerns arise.
- Hold student accountable for completing all homework.

Teacher Responsibilities

- Provide meaningful tasks with a specific purpose that support work introduced during class time.
- Allow time in class for students to write down the assignment in an appropriate assignment notebook in order to develop organizational skills.
- Acknowledge the activities and responsibilities of students outside of school and accept that extenuating circumstances could arise that prevent students from completing the work.
- Communicate with parents if concerns arise.
- Monitor homework assignments and provide feedback to students.
- Coordinate homework with other teachers/teams to avoid excessive homework on particular nights.

Counselor Responsibilities

- Provide support groups when necessary to assist students in developing good study habits and effective time management practices.
- Assist the building support team in monitoring students in need of assistance.
- Help the students establish realistic goals and provide the necessary support.
- Offer study-skills group for selected students when needed.

Principal Responsibilities

- Communicate and monitor the schools' homework guidelines.
- Individualize the guidelines according to the needs of the student and/or school.
- Provide leadership for building a support team to assist students, when needed.

RETENTION: POLICY AND PROCEDURES

The homeroom teacher has the prime responsibility for recommending retention of a student.

The parents should be notified as early in the school year as possible of the teacher's recommendations (by the teacher). Parents should be advised of the procedure that is normally used for determining the appropriate placement of a student and if testing is required, a referral to SAT needs to be started at this time. Retention is based on the results of these tests and the progress observed by the classroom teacher. Teachers should avoid making "generalities" about the subject of retention. For instance, parents should never be told their student is "shy" and that retention will help them to overcome this.

If, at the end of the school year, it is finally decided to retain the child, **a retention form should be completed by the teacher and kept on file in the cumulative folder in the elementary principal's office.** The school district has the final responsibility of making any placement. We can encourage the parents to support this placement, but our professionalism must be the basis for this decision.

SECTION VII. HEALTH AND SAFETY

WEATHER REMINDERS

- Students with short sleeve shirts may go without coats when the temperature/wind chill is 60 degrees or above.
- Students with long sleeve shirts may go without coats when the temperature/wind chill is 55 degrees or above.
- Boots need to be worn when there is snow on the playground. (Those without boots will stand by the wall.)

Red card - Wear Boots

Yellow card - No Boots except on the snowy areas

Green card - No Boots

- Use **The Weather Channel WeatherBug** to determine temperature and wind chill.
- There will be inside recess when it is raining, if the temperature or wind chill factor is 0 degrees or below.

Students are expected to be dressed for the weather. If students are in need of gloves, snow pants, hats, or boots, they may check the lost and found, with the school counselor or with the nurse.

The office will make the decision for going outside at noon recess, A.M. and P.M. recesses will be decided by the staff on duty.

CRISIS – A CARD IS POSTED NEAR THE DOOR OF EACH ROOM. REFER TO CARD FOR PROCEDURES. DETAILS MAY BE FOUND IN THE CRISIS PLAN BINDER LOCATED IN EACH CLASSROOM.

ABDUCTION

BOMB OR SUSPICIOUS DEVICE

EVACUATION/RELOCATION

FIRE

HAZARDOUS MATERIALS

INTRUDER/HOSTAGE

LOCKDOWN (INTRUDER)

MEDIA PROCEDURES

SHELTER IN PLACE (AIR QUALITY ISSUE)

SUICIDE ATTEMPT

TORNADO

WEAPONS

CHILD ABUSE REPORTING

The code of Iowa requires certificated school employees to report within 24 hours to the Department of Human Services all instances of suspected child abuse involving students. The Code establishes a reporting and investigating procedure for alleged cases of child abuse. The requirement to report is mandatory. The Department of Human Services phone number is 641-228-5713. Should you report a suspected incident, please ensure that the Nurse, Guidance Counselor, and Principal are aware.

FIRE DRILLS

1. The signal for fire drills will be a high-pitched sound and flashing light from on the fire alarm.
2. In case of fire drills, all students and teachers will leave the building. Teachers, please take your class roster and keys with you and take roll of your students when you reach your designated area.
3. Students must walk quietly, in single file, when leaving the building. There must be NO running. However, the students must walk rapidly.
5. Students should line up quietly on sidewalks outside the building and wait until the signal is given to return. Once the students are outside, they should be located in an area which would not interfere with the fire fighting equipment. Students exiting the building to the south should go all the way to the south fence on the playground.
6. Each teacher should accompany his or her class and supervise the class outside the building. Classes should be instructed very carefully by the teachers so the students become familiar with the procedure. Be certain that each room knows the exit to be used and have walked through the procedure from each of the rooms they are in during the year.
7. Use exits as listed on the following page.

In case fire alarm is sounded while students are in the AUDITORIUM:

- a. Students in west section, first floor and west sections of the balcony use firewell at northwest corner
- b. Students in balcony, east and center sections, turn right and leave the building through north stairway staying to the right.
- c. Students in east and central sections of main floor will leave through the northwest entrance, keeping to the left

SECTION VIII. SPECIAL PROGRAMS AND SUPPORT STAFF

WORKING WITH SUPPORT STAFF

The teacher/paraeducator relationship is aligned with Iowa Teaching Standards and Criteria 7b and 8e.

The support staff consists of custodians, food service, bus drivers, secretaries and paras. They are an integral part of the elementary team. We are grateful for the role they play in meeting the needs of the children in our charge.

Some of you will be working very closely with paraeducators who have been assigned to work with students in your classroom. The following information will be helpful to you in establishing a quality working relationship with the paraeducator assigned to your classroom.

The Paraeducator Assigned to Students in Your Classroom

The Role of the Teacher/The Role of the Paraeducator

The teacher ensures that the lessons presented are well designed to suit the needs of the individual students in the classroom. The role of the paraeducator is to support the teacher in the delivery of the instruction in assigned ways. The paraeducator works under the direction of the teacher. The paraeducator is responsible for a variety of hands-on tasks and for the production of certain parts of the instruction, working from lessons that are carefully planned by the teacher. Paraeducators do not plan or design classroom instruction, are not afforded the autonomy to adapt the lessons (without asking), and do not do the majority of the instruction. Each of these responsibilities fall under the purview of the teacher.

Paraeducators do make important contributions to classroom instruction by effectively implementing important delegated tasks for which they are specifically trained. They provide useful supports that help keep things running efficiently and effectively.

Best Practice for Working with Paraeducators and Developing a Working Team Effort:

1. Welcome and Acknowledge Your Paraeducator:

- ◆ Provide space for the belongings of the paraeducator and welcome him/her.
- ◆ Include the name of the paraeducator on the classroom door.
- ◆ Introduce the paraeducator as part of the teaching team, not as a specific student's helper.
- ◆ Share room tasks that communicate authority (e.g., taking attendance, writing on the whiteboard, doing hot lunch count, etc.)
- ◆ Say "thank you" very often in a variety of ways.

2. Orienting Paraeducators:

- ◆ If new to the district, provide a thorough school tour and introduce the paraeducator to important people (office personnel, custodians, colleagues, etc.).
- ◆ Orient the paraeducator to the location of supplies and technology within the school and classroom.
- ◆ Review school and classroom policies, procedures, and rules each year.
- ◆ Provide access to IEPs and teach paraeducators how to read and interpret the documents.

3. Planning for Paraeducators:

- ◆ Provide a daily and weekly schedule for him/her. Include who the paraeducator will be supporting, what the paraeducator will be doing, and when they will be doing it.
- ◆ Include the following in daily plans: the goals and objectives for an activity, the role you expect him/her to play in each activity, what the level of support he/she will be giving to a student or group of students, and the modifications/adaptations they can employ for struggling students.
- ◆ Review each plan.
- ◆ Teach, model, support, and provide feedback for your paraeducator.

4. Communicating With Paraeducators:

- ◆ Clarify roles and responsibilities.
- ◆ Develop shared expectations and mechanisms for communication (e.g., daily notebook, check in point at the start and the end of each day, weekly meeting for planning and communication).
- ◆ Be open to the perspectives and ideas of the paraeducator.
- ◆ Use active listening skills.

Please Note: Most adults do not like to be supervised. Understanding that supervision is a required part of the position may not change feelings, but explaining up front that the intent is for skill development may help the paraeducator more readily accept the supervisory relationship. The outcome of supervision is improved job performance, which can be translated into increased student achievement. The special education teacher and general education teacher to which he/she is assigned, as well as the building principal will supervise the paraeducator.

Expectations of Paraeducators of the New Hampton Community School District

Paraeducators will:

- Understand that records, information related to students and their families, and school happenings are considered *confidential*.
- Be contributors to a positive culture/climate of your classroom/building/district.
- Make an attempt to know local school district policies and follow them at all times.
- Understand and demonstrate the descriptors of your job description.
- Follow the directions given by their supervisor and administrators.
- Follow the chain of command with questions and requests.
- Exhibit professional behavior, which includes attendance, punctuality, and being a good team member.

TITLE I READING PROGRAM

Our remedial program (Title I) will be concerned with students in grade 3. Placement in the remedial reading program is not on a permanent basis and individual cases will continually be reviewed for placement back in the regular reading program. You will be advised of revised eligibility once testing is complete. Students in grades one and two

will be served by literary interventionists of the district. The Empowerment instructor will serve the literacy needs of fourth grade.

We encourage you to call on the literacy interventionist teachers as resource people for questions and assistance in your individual reading program.

A Literacy Team (including the Title I teacher) exists for the purpose of better meeting the needs of both the students and the parents.

CLASS-SIZE REDUCTION FUNDING

The Class-Size Reduction funding is used to fund the literacy interventionists of New Hampton Elementary.

~~**EMPOWERMENT PROGRAM--**Elementary doesn't have an empowerment program. The New Hampton Community School District's Empowerment Program is a school-based youth program that focuses on assisting students in building positive personal/social skills, organizational and study skills, and academic achievement in a one-on-one or small group setting. Students are referred to the program by parents and teachers. The elementary program works with students in grades 2, 3, and 4.~~

ENGLISH LANGUAGE LEARNER PROGRAM/ELL

The New Hampton Community School District has developed an ELL Program to meet the needs of PK – 12 students who are English language learners. The ELL teacher is a ~~half-time~~ full-time instructor who serves as an advocate for the ELL student. This instructor will administer entry assessments and design an individualized program for each student. In addition, the ELL teacher will serve as a resource for classroom teachers offering advice and identifying instructional strategies that will accommodate the needs of ELL students in the classroom.

EXTENDED LEARNING PROGRAM/ELP

The New Hampton Community School District's Extended Learning Program is a school-based program that focuses on meeting the needs of the K – 12 talented and gifted students. K – 8 is served by a qualified instructor who designs innovative activities to enhance learning to improve the match between a student's unique characteristics/abilities and various curriculum components.

“Never doubt that a group of thoughtful, committed individuals can change the world, for indeed it is the only thing that ever has. ~ Margaret Mead

