

Southern Boone County R-1
Primary School

**Back to School
Staff Handbook**

2024-2025



Southern Boone School District
Excellence in Learning for All

One Team, One Goal: Student Success!

District Mission Statement
Excellence in Learning for All

Vision Statement

The Southern Boone School District will become a leader in cultivating student excellence and preparing them for a meaningful life.

District Top Priorities

Student Success
Staffing
Climate and Culture
Operational Leadership

Belief Statements

- We believe all students and staff have a purpose and are valued.
- We believe in recruiting, retaining, and developing quality staff at all levels.
- We believe in having well maintained facilities and technology that supports current and future growth.
- We believe in high expectations and accountability for all students and staff while fostering strong character and leadership skills.
- We believe in strong partnerships with the community and stakeholders.
- We believe in a safe environment for all students and staff where they are supported academically, socially, physically and emotionally.
- We believe in transparency and effective stewardship of district and community resources.
- We believe in preparing students and staff to be successful, lifelong learners in a diverse and global society.

CSIP 2023-2028

Board of Education	Administration
Amy Begemann, President	Tim Roth, Superintendent
Barrett Glascock, Vice-President	Jacob Watson, Assistant Superintendent
Karen Bill	Brandy Clark, Primary Principal
Chris Felmlee	Lucas Karr, Primary Assistant Principal
Jeremy Galloway	Karri Amelunke & Kathleen Downey, School Counselors
April Georgetti	Kaalan Bolinger, Primary Administrative Assistant
Heather Brown	Janell DeHaas, Primary Administrative Assistant
	Amber Cobb, Health Services
	Breena Eddy, Director of Special Services
	Trent Tracy, Athletic/Activities Director

**Southern Boone County School District
2024-2025 Board of Education Goals**

The District will maintain the highest accreditation and recognition by meeting student performance requirements as defined by the Missouri School Improvement Program.

1. The District will meet the following achievement targets:
 - 1.1 Annual growth, within the grade level cohort, in the percent of students scoring proficient or advanced on the MAP Grade Level Assessment, with annual growth, in the areas of Communication Arts, Mathematics and Science
 - 1.2 Annual growth, within the grade level cohort, in the percent of students scoring proficient or advanced, with annual growth, on the End of Course Exams
 - 1.3 The District will attain an ACT composite score of 22 and exceed state and national averages

2. Educators will enhance instruction and student achievement by integrating technology into daily activities.
 - 2.1 All certified staff will attend a minimum of five hours of technology training and development throughout the school year. These training sessions will focus on the implementation of the ISTE standards in both curriculum development and classroom instruction.

3. The Members of the Board will engage in high quality professional development to impact student achievement.
 - 3.1 The Board and Central Office Administration will work toward achieving the MSBA

Governance Team Award.

4. The District will recruit and retain high quality administrators, teachers, and staff, with particular emphasis on outstanding classroom instruction and skilled leadership.
 - 4.1 The District will maintain a school environment that is student-centered, safe and positive.
 - 4.2 Procedures and structures in place for monitoring school discipline and reporting
5. The District will maintain sound fiscal policies and financial controls, to prudently manage District assets and to maintain adequate funding of educational programs and activities.
 - 5.1 District will maintain a minimum targeted fund 1 & 2 balance of 18%
6. The District will improve avenues of communication and public relations between the public, parents, staff and students.
 - 6.1 Use of emails or web page to inform the public of relevant information
 - 6.2 Board members, parents, and patrons will be invited to participate in the district-wide Instructional Development Committee in order to gain outside perspectives and feedback on current district issues
7. The District will provide school facilities that are conducive to a positive learning environment.
 - 7.1 Continuous long-range facility planning
 - 7.2 Monitoring of upkeep and cleanliness of facilities and grounds
 - 7.3 Annually improve safety procedures and invest in capital improvement to facilities
 - 7.4 As growth occurs and the district's budget allows, the school district would benefit from having a technology coordinator who has experience installing hardware, wiring and developing platforms for improved technology infrastructure. Currently, the district has to outsource projector, SMART Board and internet repairs and installation. This could potentially save the district money.
 - 7.5 As the district's enrollment grows, additional non-certified staff are necessary. In light of the pandemic, additional custodial staff is needed as the district continues to add square footage to its facilities.



Southern Boone County R-I Primary School Mission Statement

“One Team, One Goal: Student Success!”

Southern Boone County R-I Primary School Vision Statements

- Our instruction will be differentiated and lead to the success of the whole student.
- Our child-centered environment will be safe and positive to support student learning, growth, and development.
- Our staff will create a supportive environment that promotes collaboration, reflection, and ongoing professional growth with a unified focus on student success.
- Our school will engage the community to work together and share the responsibility of educating students through effective means of communication and engagement.

Collective Commitments **Southern Boone County Primary**

WE WILL...

- Provide extra time, modify, and/or offer individual support for students in need.
- Commit to using formal and/or informal assessments to guide instruction and provide specific feedback.
- Keep our interactions positive and share student behavior plans with necessary instructional staff.
- Consistently use PBS language to foster a culture of acceptance and leadership, holding our students accountable while celebrating student success.
- Support student learning by sharing strategies and ideas to benefit all students.
- Have a growth mindset and professional respect by being intentional learners.
- Use a variety of communication tools to communicate with parents and stakeholders of celebrations, curriculum, growth opportunities, and how they can support our students.

Adopted 2015-2016

Staff Directory

Name	Position	Email Address
Amelunke, Karri	Counselor	kamelunke@sbschools.us
Austin, Liz	Instructional Coach	laustin@sbschools.us
Bach, Jessica	Reading Support	jbach@sbschools.us
Bartlett, Betty	Library Instructional Aide	bbartlett@sbschools.us
Begemann, Dana	Learning Specialist	dbegemann@sbschools.us
Benedict, Leah	1st Grade	lbenedict@sbschools.us
Bishop, Kathy	Parents As Teachers	kbishop@sbschools.us
Bolinger, Kaalan	Administrative Assistant	kbolinger@sbschools.us
Breeden, Hailey	Kindergarten	hbreeden@sbschools.us
Casey, Jessica	1st Grade	icasey@sbschools.us
Catlin, Amanda	Reading Support	acatlin@sbschools.us
Chaidez, Sandy	1st Grade	schaidez@sbschools.us
Chew, Kaitlin	2nd Grade	kchew@sbschools.us
Clark, Brandy	Principal	bclark@sbschools.us
Clausen, Regina	2nd Grade	rclausen@sbschools.us
Cobb, Amber	Nurse	acobb@sbschools.us
Cockrell, Robyn	PreK Instructional Aide	rcockrell@sbschools.us
Cook, Karen	Special Education Instructional Aide	kcook@sbschools.us
Cunningham, Megan	Kindergarten Instructional Aide	mcunningham@sbschools.us
DeHaas, Janell	Administrative Assistant	jdehaas@sbschools.us
Dolph, Morgan	1st Grade	mdolph@sbschools.us
Downey, Kathleen	Counselor	kdowney@sbschools.us
Dunn, Minna	Preschool	mdunn@sbschools.us
Fleetwood, Kim	Parents As Teachers	kfleetwood@sbschools.us
Fox, Ashley	1st Grade	afox@sbschools.us
Francis, Sarah	Preschool	sfrancis@sbschools.us
Frazier, Lisa	Kindergarten Instructional Aide	mfrazier@sbschools.us
Garwood, Kayla	2nd Grade	kgarwood@sbschools.us
Gentry, Emily	2nd Grade	egentry@sbschools.us
Hammann, Lindsey	Kindergarten	lhammann@sbschools.us
Himmelberg, Karen	Kindergarten	khimmelberg@sbschools.us
Holt, Emilee	Learning Specialist	eholt@sbschools.us
Kamienski, Abigail	2nd Grade	akamienski@sbschools.us
Karr, Lucas	Assistant Principal	lkarr@sbschools.us
Lines, Kristen	Reading Support	klines@sbschool.us
Luther, Erin	Music	eluther@sbschools.us
Mahoney, Jenny	Learning Specialist	jmahoney@sbschools.us
McLachlan, Rachel	2nd Grade	rmclachlan@sbschools.us
Messer, Julia	Kindergarten	jmesser@sbschools.us
Millar, Elizabeth	Kindergarten	emillar@sbschools.us
Moss, Maia	1st Grade	mmoss@sbschools.us
Murphy, Meghan	Behavior Interventionist	mmurphy@sbschools.us
Newman, Linda	Kindergarten Instructional Aide	lnewman@sbschools.us
Noce, Lyra	Learning Garden Instructional Aide	lnoce@sbschools.us
Oyewole, Aimee	Kindergarten Instructional Aide	aoyewole@sbschools.us
Pearl, Claire	1st Grade	cpearl@sbschools.us
Propes, Kassidie	Kindergarten	kpropes@sbschools.us
Quinn, Becky	Kindergarten	bquinn@sbschools.us
Redden, Kelsey	Math Interventionist	kredden@sbschools.us
Rehmus, Taylor	1st Grade	trehmus@sbschools.us
Rogers, Justine	Gifted	jrogers@sbschools.us
Sartain, Amanda	2nd Grade	asartain@sbschools.us
Sappington, Erin	Reading Support	esappington@sbschools.us
Scheidt, Jessica	2nd Grade	jscheidt@sbschools.us
Schuermann, Kelsey	Speech Language Pathologist	krandle@sbschools.us
Seeley, Courtney	Art	cseeley@sbschools.us
Sickmeier, Hope	Learning Garden	hsickmeier@sbschools.us
Taggart, Kim	Library Media Specialist	ktaggart@sbschools.us
Taofik, Eman	Special Education Instructional Aide	etaofik@sbschools.us
Timms, Kerry	Special Education Instructional Aide	ktimms@sbschools.us
Tracy, Christina	Physical Education	ctracy@sbschools.us
White, Jordan	Kindergarten	jhelms@sbschools.us
Whelan, Jerry	Special Education Instructional Aide	jwhelan@sbschools.us
Woods, Lewis	Special Education Instructional Aide	lwoods@sbschools.us
Woodward, Emily	Parents As Teachers	ewoodward@sbschools.us
Zepp, Heather	2nd Grade	hzepp@sbschools.us

PLC Focus

During our collaboration time each week we are focused on our work. The priorities for our building are increased student engagement, student data and achievement, quality literacy instruction (reading, writing, thinking, listening), quality math instruction, PBS/behavioral support, and continued curriculum work. Our collaboration time will focus on these priorities through analysis of common assessment data to determine student needs, planning collaboratively for effective instruction based on identified needs and our curriculum, and determining those standards that are most important for our students. This is all a continuation of work begun previously. We will work with great focus during our collaboration time because it is a gift of time of which we have very little time.

We will meet with each team once every 8 weeks during plan time. This is a Tier II leveled support time. The purpose of these meetings will be to discuss concerns related to student progress, academic or social/behavioral, and possible modification/accommodations/interventions. When we are scheduled to meet, please come with your thoughts organized so we can make the most of this time.

Primary School Faculty Expectations/Assumptions

1. Be mindful of Board policy GBCB which requires all district employees to; **“Maintain courteous and professional relationships** with students, parents/guardians, other district employees and the public.”
2. **Instructional time is like gold ... It is precious.** We are expected to **use it wisely** on instruction and related activities related to the written curriculum. It can be fun, it can fill time, but it must support student and institutional learning.
3. **We are on time.** We arrive to school, ready to focus our attention on our students, no later than 7:45 a.m. If we have copies to make or activities to set-up before school we arrive early to take care of things so we are ready to welcome our students by 7:45. We respect the time of our colleagues and realize that everyone’s time is valuable, so we pick up our students from recess, specials, etc. on time so others know we respect and value them.
4. As professionals, **we are responsible for supervising our students** ... especially in our classrooms, hallways, and during recess. We use our computers as necessary for attendance and emergency communication. Our cell phones are for emergencies only. *We assume responsibility for our classrooms. If we’re assigned an area, especially our classroom, to supervise and if we’re not there; we can and will be held responsible.*
5. **Our duty hours are 7:45 AM – 3:30 PM for contracted certified employees.** *If we step out of the building during our plan time, we notify the office so someone knows where we are.*

6. Even though we have contracted hours, **we are salaried employees**. That means **there are times when we're expected to work outside of those contracted hours** for the benefit of our students, such as attending parent teacher conferences, student concerts, event nights, and faculty meetings.
7. We are expected to allow for communication to reach our students by **respecting the daily announcement time**, keeping our classes quiet during the reading of them, and answering student questions if necessary.
8. We are expected to **keep up with parental communication**. When we keep parents informed about concerns and celebrations with academics and behavior, they are often more willing and able to support our efforts at school. Document parent contacts.
9. **Grade level team meetings are meant to support instruction**. Team discussions focus on collaboration for instruction related to our state standards.
10. **We are expected to be observant of our students when they are accessing the internet** and using our technology.
11. If we have a responsibility like coaching, or any other activity which requires us to miss a faculty meeting, *it is our responsibility to get the information necessary to support the learning organization's efforts. If it is absolutely necessary to miss, our absence should be pre-arranged with our principal.*
12. **We are a team. We support each other.** We attend team meetings, including IEP team meetings, and conduct ourselves professionally during them. Our team extends beyond the walls of the Primary School and includes the entire school community.
13. **We try to outnumber any negative contacts with parents or students 4:1** with positives. This is easy because there are always many more positives going on around us than negatives. Our expectation is there should NOT be a negative phone call/contact with parents made until a positive has been made.
14. **We recognize and understand that IEPs and 504 plans are legal documents.** We are required to abide by the provisions of these documents as agreed on by the team, including making the appropriate accommodations and modifications. **This is NOT a choice, it is the law.**
15. We are conscientious about **submitting our attendance and lunch orders to the office each morning in a timely manner** and no later than 8:30. As well as our **assessment data** to Brandy by the set deadline.
16. We understand that performance is increased when we tell students what we want them to learn through **clearly stated, measurable learning targets that are written as well as stated**. These are **posted in our classrooms** each day for each instructional area.

17. In *your classroom* is a **well organized emergency sub folder** filled with learning activities that anyone could follow. This would include a list of classroom schedules and procedures. *This is to be used in the event you have to leave in an emergency, or you are too ill to prepare sub plans.* (Team members are aware of where this folder is located so they can assist if needed.)
18. **We are willing to communicate questions, comments, and concerns to the appropriate personnel, including administration, in a professional manner.**
19. We will be **courteous to each other and our presenters in faculty meetings** and staff trainings by not engaging in sidebar or off task behavior. We abide by our building norms. What we expect from our students, we should expect from ourselves.
20. Our instruction is planned to **intentionally address the needs of each individual learner** in our classroom.
21. If we have an issue with a fellow staff member, we work to **address this directly** with them. ***Complaining about the issue and talking about it with others only creates more issues.*** When there is a problem with a colleague, we problem solve with the person with whom we have the problem. This is how we become a stronger, more cohesive staff. This was one commitment we have made as part of a professional community.
22. Be aware of Board policy GBBB which provides specifics about the use of paid leave days. No paid leave will be approved for the following days: the first and last week of school, days connecting to holidays, snow make-up dates, professional development days and during state testing. Any exception to this due to special circumstances may be made by the superintendent upon request.
23. **If we want a positive and happy culture, we have to create it.**

2024-2025 Southern Boone Primary School Calendar of Special Events

August 22nd - Fall Open House 5:00-7:00 PM

TBD- Fall Picture Day

October 31st (1:45-2:45 PM) - Fall Classroom Parties

TBD- Picture Retakes

November 7th - Fall Parent/Teacher Conferences (4:00-7:00 PM)

November 8th- Fall Parent/Teacher Conferences (8:00-11:00 AM)

December 20th (9:45-10:45 AM) - Winter Parties

February 14th (1:45-2:45 PM) - Valentine Parties

March 6th- Spring Parent/Teacher Conferences (4:00-7:00 PM)

March 7th - Spring Parent/Teacher Conferences (8:00-11:00 AM)

May 16th - End of the Year Assemblies

*Family Reading Night (TBD)

2024-2025 Faculty Meetings

October 2nd	February 5th
November 6th	March- No Staff Meeting (Due to PT Conferences)
December 4th	April 2nd
January 8th	May 7th

*Special Faculty Meetings may be called to disseminate information throughout the year. Coaches are expected to attend if they are NOT competing. If a meeting must be missed, it is the employee's responsibility to obtain the content missed.

Emergency Drill Schedule 2024-2025

Fall:

Thursday, September 5th	Fire Drill (Talk Thru)
Friday, September 6th	Fire Drill (Walk Thru)
Thursday, September 12th	Weather/Tornado Drill (Talk Thru)
Friday, September 13th	Weather/Tornado Drill (Walk Thru)
Thursday, September 19th	Intruder Drill
Thursday, October 10th	Earthquake Drill (Talk Thru)
Friday, October 11th	Earthquake Drill (Walk Thru)
Friday, October 18th	Bomb Threat Evacuation (Talk/Walk Thru)

Spring:

Friday, January 17th	Intruder Drill (Walk Through)
Friday, February 7th	Tornado Drill (Walk Through)
Friday, February 21st	Earthquake Drill (Walk Through)
Friday, March 14th	Fire Drill (Walk Through)

“Talk through” means we verbally remind students of the appropriate emergency procedures, where your class will be going, and expectations for student behavior. “Walk through” means we physically carry out the drill at the appropriate time. These dates are subject to change based on weather conditions and personnel availability.

Emergency Announcements

For Tornado/Severe Weather Announcement: “Staff and students at this time please move to your safe place and remain in the duck and cover position until the all clear is given.”

Action to be taken by Staff: Move students to proper tornado safety areas.

For Fire/Building Evacuation: “Staff and students, at this time please exit the building to your designated safe area.”

Action to be taken by Staff: When you hear the alarm you will line up students in preparation to evacuate the building. When the announcement is made to evacuate the building, follow evacuation procedures.

Grade Reporting Dates 2024-2025

Trimester 1

- Student Success Cards/Positive Contact should be sent, one per student, at some point during the trimester (Please let Brandy know when complete)
- Mid Trimester Progress Reports go home on Friday, October 4th
- Friday, November 1st- End of First Trimester

Trimester 1 Grades

Tuesday, November 5th- Grades entered in Infinite Campus by 8:00 a.m. Office will print grades. Grade Cards are sent home at Parent Teacher Conferences

Thursday, November 7th - Parent Teacher Conferences 4:00-7:00 p.m.-**SEND GRADE CARDS WITH PARENTS AT CONFERENCES**

Friday, November 8th - Parent Teacher Conferences 8:00-11:00 a.m.-**SEND GRADE CARDS WITH PARENTS AT CONFERENCES**

Trimester 2

- Student Success Cards/Positive Contact should be sent, one per student, at some point during the trimester.
- Mid Trimester Progress Reports go home Friday, January 10th
- Friday, February 14th - End of Second Trimester

Trimester 2 Grades

Tuesday, February 25th - Grades entered in Infinite Campus by 8:00 a.m. Office will print grades.

Thursday, March 6th - Parent Teacher Conferences 4:00-7:00 p.m.-**SEND GRADE CARDS WITH PARENTS AT CONFERENCES**

Friday, March 7th – Parent Teacher Conferences 8:00-11:00 a.m. -**SEND GRADE CARDS WITH PARENTS AT CONFERENCES**

Trimester 3

- Student Success Cards/Positive Contact should be sent, one per student, at some point during the trimester.
- Mid Trimester Progress Reports go home Friday, April 11th
- Friday, May 23rd – End of Third Trimester

Trimester 3 Grades

Friday, May 16th - Grades entered in Infinite Campus by 8:00 a.m.

Friday, May 23rd – Grade Cards sent home with students.

PRIMARY SCHOOL FACULTY GUIDELINES

ATTENDANCE PROCEDURES

Roll and lunch count should be taken and sent to the office by 8:30 a.m. Students who are tardy or need to leave school early must first report to the office to receive a pass. In no case will a teacher release a student to a parent or relative without having first ascertained whether or not that parent or relative has checked with the office.

CALENDAR

Please notify the office at the earliest possible date of any special events, field trips, parent nights, guest speakers, etc. that have not already been scheduled or need to be changed. If you will be out of your room for special activities, please notify the office.

CLASSROOM MANAGEMENT

Teachers should try to manage as many of the minor discipline problems as possible. The Primary building adopted the behavior expectation matrix as part of the Positive Behavior Support Plan. We will also implement the MO-PBIS 8 Essential Teaching and Learning Practices. Teachers will utilize safe seats, buddy rooms, think sheets, reset room and the office as possible solutions for problems before they escalate. Teachers should follow the behavior flow chart when addressing behavior problems in any setting within the school. Processing through the problem behavior with a student, in an effort to replace or extinguish the inappropriate behavior, is an essential part of our behavior program as well. The belief is that children should take ownership for their behavior and accept the consequences that go along with their choices. All staff will have access to SWIS for documenting minors. All minors should be documented into SWIS on a weekly basis. You may use the minor behavior data sheets to document behaviors daily and then document them into SWIS weekly. Students should be safe, respectful, and responsible learners at all times and in all settings of the school.

DRESS

A teacher's manner of dress should always reflect professionalism and good taste. Jeans with no or minimal distressing are approved for daily wear. Casual wear (tennis shoes, athletic wear, t-shirts, sweatshirts, etc.) should only be worn on Fridays or the last day of the school week. In order to do this on Friday's or the last day of the school week, staff members must pay \$1.00 for each week to wear jeans with tennis shoes, t-shirts, sweatshirts, etc. Teachers should pay by trimester or for the entire year. The cost is \$12.00 per trimester, or \$36.00 per year. At the end of the year, the funds will be used for scholarships for graduating seniors.

EMERGENCY PROCEDURES

Crisis management plans and emergency exit plans are to be posted in each classroom setting and should be reviewed by the teachers and with the students on a regular basis. There will be fire, tornado, earthquake, and intruder drills. Teachers should keep a copy of their students' names and emergency contacts updated and at hand for emergencies. Each classroom should have a Crisis Kit that is kept near the classroom door to access quickly in

an emergency. Emergency folders should be located next to the door and should include the following:

- Crisis Management Plan
- Student roster & emergency contacts
- Name tags
- A book or other activity

END-OF-THE-YEAR AWARDS

Reading Circle: The student must complete the specified number of books per grade level to receive the certificate.

Other: Awards may be given for grade level specific activities

FUNDRAISERS, FIELD TRIPS, AND ASSESSING COSTS TO STUDENTS

Any faculty member who wishes to hold or conduct a fundraiser, field trip, or assess or pass on costs of an activity to students will first present, in writing, the details and reasons to the principal. Such requests will need to receive approval before information is sent home. When planning for Field Trips, one grade level team rep must submit a bus request for transportation in FMX System for approval as early in the school year as possible. Please be advised that no trip is final, until bus approval and principal approval has been granted.

GRADE CARDS

Grade cards will be completed at the end of each trimester. Conferences will be scheduled at the end of the first and second trimesters. Mid-terms will be sent home during each of the trimesters.

GRADE LEVEL MEETINGS

It is an expectation that grade levels meet together as a group **weekly, in addition to early out Wednesday activities**, to discuss learning activities, classroom ideas, instructional strategies, assessment methods, lesson plans, etc. This would be a great time to include P.E., music, art, and special services in some interdisciplinary unit or thematic planning. A log of the PLC collaboration meetings will need to be submitted to the Principal and Leadership Team after each meeting.

TIER III/PROBLEM SOLVING REFERRAL MEETINGS

Teachers with a concern about the student's academic, social, or emotional welfare should fill out a PROBLEM SOLVING TIER III referral form if referred on from Tier II. The forms are available and found on the staff website. The Tier III meetings are held approximately every 2 weeks throughout the school year and are designed to generate ideas and strategies to support student learning.

INSTRUCTIONAL PRACTICE

Effective instruction (with all students engaged in the learning process) should monopolize the majority of the student's day. Seat work is not best practice unless it is engaging

students in higher level thinking skills. Daily literacy instruction should include read alouds, shared and independent reading, shared and independent writing, small group guided instruction, guided and independent practice, word work and vocabulary. Teachers are expected to confer with students frequently to assess growth and instructional needs. Implementation of balanced literacy practices, Lucy Calkins' Units of Study, Bridges in Mathematics, Heggerty, Jan Richardson Guided Reading, and Foundations are not optional. We are all working to effectively utilize these resources to support student learning in our classrooms. We collaborate with our teams about the best use of these resources based on student needs.

LESSON PLANS

Lesson plans should follow the district's curriculum, be made several days in advance, and be based on standards. It is expected that learning objectives are posted and discussed in *student language* daily. For example, "I can provide evidence for my predictions," or "I can use details in my writing."

LOCKING OF DOORS

All exterior doors will be kept locked. If staff members enter through another door, they must make sure that it is secure afterwards. This includes during recess. Classroom doors should be kept closed and locked during the school day. **This is a must to ensure the safety of all.**

OPENING AND CLOSING OF THE CLASSROOM

Primary staff members need to be at school before 7:45 a.m. Staff members are expected to remain at school until 3:30 p.m. Staff members who need to be out of the building during the designated contract times must notify the office.

PAID LEAVE

Whenever possible, it is expected that requests for leave will be made in writing to the designated administrator at least 48 hours in advance of the time leave is requested. All paid leave must be approved by the designated administrator. Paid leave requests will not be approved for the following days: first and last week of school, snow make-up days, professional development days, during state testing and the day prior to and/or following district-recognized holidays. An exception to these restrictions due to special circumstances may be made by the superintendent upon request.

Paid leave days may be used throughout the year when needed. In order to provide a timely and adequate substitute, requests must be given to the building administrator as soon as possible. Be aware of Board policy GBBB which provides specifics about the use of paid leave days.

Staff members who are ill are encouraged to stay home to promote healing and reduce the risk of infecting others. In the event of a pandemic or other significant health event, schools may be closed to all staff and students or just students. If schools are closed only to students, staff members are expected to work regular schedules or use appropriate leave.

PHONE CALLS / MESSAGES

Personal phone calls will not be sent into the classroom except in emergency situations. Any personal calls that staff members need to make should be done during lunch or

individual planning times. Please check your voicemail and email daily for messages before leaving the building. Receiving cell phone calls during classroom time is **unacceptable** except in emergency situations. *Cell phones should be turned off or on silent during school hours. Email should be checked during non-instructional times of the day.*

PLAYGROUND SUPERVISION

Playground expectations are created to help recess be safe and fun for everyone. There aren't expectations to cover every situation, so be sure to encourage common sense and courtesy. First and foremost, teachers are to be actively supervising students. Supervisors must not congregate in one area, but need to be moving or supervising specific student activity areas. To ensure the safety of all children, teachers are to position themselves throughout the playground area. The duty teachers must insist on safe and fair play. Children may go to the nurse or use the restroom with supervisor's permission. Students are encouraged to go to the restroom before or after recess. Students will not be allowed back into the building to get equipment or take it back.

Playground behavior expectations are included in the matrix and our expectations list. Behavior issues that occur on the playground should follow the same procedures as in the classroom. Please follow the behavior flow chart, send students to complete a think sheet, or send students to the office for major behavior issues. Please complete a behavior data sheet for all minor and major issues that take place on the playground and submit them to the office for data collection.

Flags for recess are located at the end of the hallways. Please check the flags before going outside on days when weather is questionable; they are updated by office staff.

Flags: Red – Inside Recess Yellow - Blacktop Only Green – Outside Recess

Our District Wellness Policy states that: *Limit the use of physical activity as form of discipline or punishment and ensure that physical education will not be withheld as punishment. Recess and PE will be withheld only in situations deemed necessary by the building principal.*

PROFESSIONAL LEARNING AND COLLABORATION

Each Wednesday from 2:30 – 3:30 p.m. teachers will meet in collaborative teams. During this time, expectations are that teams will work on curriculum development, data analysis, and other collaborative work to address our growth plans and Building School Improvement Plan. Notes from each collaborative session should be submitted to the building administrator and building leadership team at the end of the day on Wednesday.

PROFESSIONAL DEVELOPMENT AND CEUs

Teachers seeking to attend a conference must submit the appropriate paperwork to the building principal and assistant superintendent through Talent Ed.

All staff members are responsible for maintaining records and watching cut-off dates for professional development plans and CEUs. A log of professional activities is to be kept for state standards, teacher certification, and/or CEU credit.

PURCHASING AND REQUISITIONS

All requisitions for needed supplies are to be made through the office. The requisition should include the name, item number, description of product, where it may be purchased, the name of the teacher, and the cost. **Shipping and handling must be included in the final cost.** Staff members should not telephone in orders and then follow up with the purchase requisitions, or purchase items and request reimbursement without prior approval. If you purchase something without prior approval, it may not be reimbursed. Always keep a copy of anything that is turned into the office.

SCHOOL – HOME COMMUNICATION

We pride ourselves on consistent and frequent communication with each student's parent/guardian concerning his/her progress. Parents form a vital link in the growth of our students. We need to urge parents to contact the school whenever concerns arise to obtain information about their child's progress. Conferences between parents, students, and teachers provide an opportunity to discuss plans for ultimate success. The website, See Saw, email, and newsletters are great tools for communication, as well as being a district expectation.

Parents will be given information at the beginning of the year showing the objectives and goals. All parents should receive a positive contact each trimester. These contacts can include Student Success Cards, letters, phone calls, or emails. Teachers should also contact parents of any student that may be at risk behaviorally or academically.

SPECIAL CLASSES – SCHEDULES

Classroom teachers must make sure that they are on time in getting their class to and from P.E., Music, Art, Library and Grow time. It is also essential for the teachers of the "special" subject areas to be prepared and ready to go as well. **A scheduled time has been allotted for each classroom to take part in the special sessions. Please follow this. Any changes in the scheduled times must be approved by the administrator.**

STAFF ABSENCE OR ILLNESS

Teachers unable to report to school shall notify the principal at the earliest possible date. In case of illness, please contact Brandy and Lucas as soon as possible. If it is necessary for you to be absent for additional day(s), please notify the office before 3:00 p.m. so that we can attempt to secure the same substitute. Please refer to Board Policy GBBD for specifics. **You are responsible for securing your own substitute through Kelly Services.**

STAYING IN DURING RECESS

Children should always be sent outside with the exception of bad weather. Bad weather shall be defined as any precipitation or when the thermometer reaches 20, including wind chill factor. Indoor recess shall be supervised by recess duty teachers/staff. Students should not be left without appropriate supervision in classrooms. Outdoor activity is important for our students, so we make sure that all students have time outdoors during recess. **If consequences for inappropriate behavior result in a loss of privilege, we do not take away the opportunity to be outdoors, but rather the opportunity for free choice play.**

STUDENT DISMISSAL

If a student must leave during the day, the office will contact the teacher. If a parent comes to the classroom without notification, do not release the student. Ask the parent to go to the office. Please make no exceptions. All teachers, students, and parents should follow the procedures for end-of-the-day dismissal as outlined.

STUDENT SUPERVISION

Every staff member is responsible for the supervision of students throughout the building. **Do not leave the students unsupervised at any time of the day.** The teacher must walk students to other classes, lunch, library, recess, etc.

SUBSTITUTE PLANS

It is imperative that when there is a substitute teacher, there are more than enough activities to keep the students actively engaged in learning for the entire time period. Lesson plans and a class roster should be readily accessible to the substitute.

SUNSHINE FUND

Flowers/plants will be sent for death of immediate family members only. This includes mother, father, mother-in-law, father-in-law, brother, sister, husband, wife, or children. Special circumstances may be considered. Flowers will be sent to staff members with serious illness or surgery. Cards will be given for deaths of extended family members and for serious illness or surgery of immediate family. In the past, the Sunshine Fund has provided for gifts/cards for Boss's Day and Secretary's Day. The Sunshine Fund is responsible for baby showers, wedding showers, special recognition/occasions, etc. Annual dues will be evaluated on a yearly basis. **If there is anyone who prefers not to receive flowers or cards from the Sunshine Fund, please let the Sunshine Fund coordinator know.**

VISITORS

Personal visitors should not be in the classroom when students are present or instruction is occurring, unless the administrator has given prior approval. Parents visiting their child's classroom should limit their time to one hour during the instruction time. Special projects may exceed the recommended one-hour time limit.