



DELHI STAFF HANDBOOK

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FORWARD

This handbook has been written to acquaint the faculty of Maquoketa Valley Community Elementary Schools with the policies and regulations of the Board of Education as well as general procedures governing the conduct and maintenance of the school. In addition to this handbook, please refer to Maquoketa Valley Board Policies.

Consistency in observance of general procedures and policies is essential in a good school system. Therefore, the full cooperation of all members of the staff is requested so that uniformity will exist in matters pertaining to educational policies and procedures.

It is our sincere wish that each teacher and staff member will have an enjoyable and rewarding school year.

EDUCATIONAL PHILOSOPHY

The Board of Education of the Maquoketa Valley Community School District is committed to a philosophy of service to children. This objective is to help each child develop as a mature individual and as a contributing member of society. The board believes that this objective can best be met through the development of a school program with the scope to encompass the intellectual, psychological, physical, civic, social, moral, and aesthetic needs of children in a democratic society.

The Board of Education realizes that an effective public school program must be directed toward common needs of all children, but must also consider the uniqueness and needs of individual children.

The Board of Education recognizes that the guardianship of public education is a trust and an obligation - that the goals of education are fundamentally the goal of democracy.

The Board of Education believes that its purpose and objectives can best be realized when the program of education is directed through written board policies based on the state statutes and on the needs of the individual school district.

We expect real educational leadership from the school administration and desire a teaching staff composed of superior individuals who will set high standards of achievement for all students. We desire that the program of education be organized so that it will challenge all students to achieve commensurate with individual capacities.

We believe that the Maquoketa Valley District will profit most when the professional staff prepares and utilizes a current and comprehensive study guide for each subject taught.

We further believe that the philosophy and objectives of the Maquoketa Valley Schools can be implemented best when the program of studies is so organized that a teacher new to our system can immediately recognize his/her role and responsibility in the total educational program.

We believe in self-discipline and freedom of choice for students as they are able to exercise these responsibilities to the advantage of themselves and others. We, as a school system, believe in a firm and positive correction rather than lax or evasive action in cases of failure in self-discipline. We believe in an orderly school with respect shown by students for their teachers and other staff members, who in turn show respect for the personality and opinions of students.

MISSION STATEMENT: The Maquoketa Valley Community School District ensures high levels of learning to empower all students for lifelong success.

Our VISION is based upon:

- Learning that is engaging, challenging and focused.
- Frequent feedback and purposeful assessment.
- Timely response to all students' needs.
- Shared responsibility for learning in a safe, respectful environment.
- Promotion of strong character and productive citizenship.

ANTI-BULLYING/HARASSMENT POLICY

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. (Policy 104.00, 104.000R1, 104.000R2) Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, hazing, or any other victimization of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

The Iowa Department of Education defines bullying and harassment as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power — such as physical strength, access to embarrassing information, or popularity — to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and ostracizing someone.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in

violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The superintendent or designee will be responsible for handling all complaints by students alleging bullying or harassment. The superintendent or designee will be responsible for handling all complaints by employees alleging bullying or harassment.

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment and will report this information to the board. The superintendent shall report to the board on the progress of reducing bullying and harassment.

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - tell a teacher, counselor or principal; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including;
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the harasser did;
 - witnesses to the harassment;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser responded.

Complaint Procedure

An individual who believes that the individual has been harassed or bullied will notify the superintendent. The superintendent or designated investigator will be in charge of the investigation. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

The investigator has the authority to initiate an investigation in the absence of a written complaint.

Investigation Procedure

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the superintendent. The investigator will provide a copy of the findings of the investigation to the superintendent.

Resolution of the Complaint

Following receipt of the investigator's report, the superintendent may investigate further, if deemed necessary, and make a determination of any appropriate additional steps, which may include discipline.

Prior to the determination of the appropriate remedial action, the superintendent may, at the superintendent's discretion, interview the complainant and the alleged harasser. The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

Points to Remember

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

ASSESSMENT

Standardized tests are used for the purpose of collecting information about the students which can be used to identify individual student growth and achievement, improve instruction, and evaluate the overall curriculum.

The following assessments will be given:

- ISASP (grades three through fifth)
- FAST (grades JK-5)
- Fountas & Pinnell Benchmark Assessment (grades kindergarten through fifth)
- CogAT (grades 2-5)

ATTENDANCE POLICY

Regular attendance and punctuality help children have a good attitude toward school. Absences and late arrivals disrupt children's schedules, require readjustment to the class routine, and slow down learning. Boys and girls are expected to be in class each day unless they are sick. If a child is going to be absent, parents are requested to telephone the school as soon after 8:00 a.m. as possible. If the school does not receive a telephone call from the parents, the school secretary will call the child's home. If no contact is made between the school and parent, a note to the teacher explaining the reason for the absence or late arrival is required when the child returns to school.

Parents will provide to the school a written medical or doctor's excuse if their child/student misses 3 or more consecutive days of school. Based on a student's attendance records, the school maintains the right to require a doctor's note for all medical appointments.

Parents will be notified if a child becomes ill or is injured at school. The family doctor or an ambulance will be called if it is felt that immediate medical care is needed. When we call about an illness at school and ask the parents to come and pick the child up, we do so not only to help the child who is ill, but also to prevent the spread of illness. If a student is sent home due to a fever, we expect that they will stay home a minimum of 24 hours, fever-free. Students who are absent from school because of illness are not allowed to participate in evening school activities.

A Child is Tardy When:	A Child is Absent When:
He/she comes to school after 8:15 a.m. but before 9:45 a.m. Counted tardy for the morning.	He/she arrives after 9:45 a.m. Counted absent ½ day.
He/she leaves during the lunch period and returns before 1:45. Counted tardy for the afternoon	Leaves during lunch/arrives after 1:30 p.m. Counted absent ½ day.
	He/she leaves classes during the morning (missing more than ½ of the morning) and all afternoon classes. Counted absent full day.

Classroom teachers are asked to take attendance in the morning and to enter the information into the Power School program. If a teacher knows a student will be leaving before the end of the day, he or she is asked to let the building secretary know as soon as possible. If we should have a late start due to weather no breakfast will be served and we will not have morning recess.

CARE OF PROPERTY

Each staff member is responsible for the care and use of all school property in his or her custody. Loss or damage of equipment should be reported immediately to the building principal. No equipment is to be loaned out without the permission of the principal.

CELL PHONES AND OTHER ELECTRONIC DEVICES

For the purpose of this handbook, "remotely activated, or activating communication devices" are defined to include portable two-way telecommunication devices, including but not limited to cellular telephones, with or without cameras, beepers, walkie talkies, other hand-held computing devices used as a communication device, any portable electronic device capable of storing and transmitting or receiving images, such as cameras, as well as any new technology developed for similar purposes.

At Maquoketa Valley schools, remotely activated or activating communication devices are to be turned off or turned on silent and kept in a student's bookbag or locker, and are totally out of view during the regular school day and are not to be used during the instructional hours of the school day from 8:00 AM - 3:00 PM. Unless otherwise directed by the classroom instructor and/or administration. Consequences for not following the rules as set forth:

As required, the response to students use of these devices includes:

First Offense - Upon the first offense, the student's remotely activated, or activating communication device(s) will be confiscated by a staff member and taken to the principal's office. After reviewing the policy with the principal or principal's designee, the device will be given back to the student.

Second Offense - Upon the second offense, the student's remotely activated, or activating communication device(s) will be confiscated by a staff member and taken to the principal's office. After reviewing the policy with the principal or principal's designee, the device will be kept in safe keeping until the students parent/guardian comes to school to pick up the device.

Third Offense - Upon the third offense, the student's remotely activated, or activating communication device(s) will be confiscated by a staff member and taken to the principal's office. The principal or principal's designee will review the cell phone policy with the student. The student will be required to bring their device to the office upon their arrival at school for a period of one week. It will be kept safe in the office. It will be the student's responsibility to pick it up at the end of each school day.

Fourth Offense - Upon the fourth offense, the student's remotely activated, or activating communication device(s) will be confiscated by a staff member and taken to the principal's office. The principal or principal's designee will review the cell phone policy with the student. The student will be required to bring their device to the office upon their arrival at school for the remainder of the school year. It will be kept safe in the office. It will be the student's responsibility to pick it up at the end of each school day.

Inappropriate use of electronic devices

Cell phones with cameras and other portable "remotely activated, or activating communication devices" capable of storing, and transmitting or receiving images are banned from being used in locker rooms and rest rooms at ALL times. Students will be disciplined for use of cell phones with cameras in school locker rooms or rest rooms with an immediate suspension plus one day for a first time violation. A second violation will result in an immediate plus 3 day suspension and a third offense could result in a recommendation for expulsion. Law enforcement may be notified after the first, second, and/or third violation of the policy.

CHECK-IN/OUT

Students are asked to go to the office to check in/out whenever they arrive late to school, upon returning from an appointment during the day, or if they leave before the end of the day.

CHURCH NIGHT

Arrangements with the ministers and priests of the communities have been made concerning church night. Wednesday night has been designated by the Board of Education as "church night". The school building is to be closed during the evening with no scheduled practices, rehearsals, or meetings of any kind taking place later than 6:00 PM. There will be no exceptions without the approval of the superintendent.

CLASSROOM PROCEDURES

Reasonable care for school property and equipment is expected at all times. This will not only extend the life of the equipment, but also aid the work of the custodians. When rooms are not in use, the lights should be turned off and at the end of the day, windows and doors should be closed.

In fairness to all concerned, and to prevent misunderstandings, staff members should not enter other staff members' areas without permission. Borrowing of equipment without prior consent should be avoided.

Under no circumstances is a teacher to loan keys to a student. The keys are issued to the teacher and are expected to be under his/her control at all times. Cost of lock replacement due to a violation of this procedure may be charged against the employee loaning his/her keys. (See Board Policy 902.100.)

CONCUSSION POLICY & PROTOCOL

The Maquoketa Valley Community Schools will follow guidelines outlined by the Iowa High School Athletic Association Concussion Management Protocol, Iowa Code Section 280.12C regarding brain injury policies.

If a Maquoketa Valley Community School staff member, coach or contest official observes any signs, symptoms or any behaviors consistent with a concussion or brain injury in a school activity (recess, in the classroom, during a competition or practice), the student shall be **immediately removed from participation**. If injury occurs during the school day, the student should be sent to the nurse's office, where the school nurse or other designee will assess the student, for symptoms of a brain injury, and notify parents/ guardians. If happens during a practice or game, the coach is responsible for notifying parents immediately, and notifying the athletic director and school nurse in a timely manner. A student who has been removed from participation shall not return to such participation until the student has been evaluated by a licensed health care provider trained in the evaluation and management of concussions and other brain injuries. A student must then receive a written clearance to return to participation from the same health care provider who evaluated and/or diagnosed the concussion and other brain injury.

A school activity includes any physical education or weightlifting course, recess, extracurricular interscholastic activity contest or practice, including sports or dance.

A licensed health care provider includes: a physician, physician's assistant, advanced registered nurse practitioner, chiropractor, physical therapist, registered nurse or licensed athletic trainer.

Preseason baseline neurocognitive testing, (see Appendix A for pre/post form), will be done for **all 7-12 athletes** and may be repeated at the discretion of the athletic director, coaches, school nurse and administrative staff. This can and will be used during the school year to help identify the effects of an injury and the student/ player's readiness to return to school and/or activities.

The Student Support Team (Support and Intervention Team(s)) will identify needs and plan for ways to promote the success of a student with brain injury and/or concussion as they are progressing through return to learn and return to play. A student support team will consist of our current appropriate Support and Intervention Team(s) and any other individuals needed to support the individual need of the student. These team members will work closely with the student and parents/ guardians to manage the student's needs at school and during extracurricular activities.

Brain Injury Protocol During School Hours

1. A student will be sent to the school nurse for assessment after any significant bump, blow or jolt to the head which occurs during the school day.
2. The school nurse or designee will observe the student for signs and symptoms of a concussion or other brain injury.
3. Classroom teacher will be notified and will consult with school nurse if any signs or symptoms of concern are identified during class.

4. Student's parent(s) or legal guardian will be notified of the injury and observations by the school nurse, or other designee during the school day, or by a coach if it occurs before or after school during an extracurricular.
5. If signs or symptoms of concussion are not present, student may remain in school but should not participate in any sports or recreational activities on the day of the injury. Observe student for 24-48 hours and if signs or symptoms develop then parents will be notified and student will need to be evaluated by an outside healthcare provider. We ask that this provider fill out the Concussion School Care Plan, Appendix D.
6. Student will return to school nurse immediately if symptoms of concussion occur at any time after the injury.

Brain Injury Protocol Outside of School Hours

1. The student will be removed from activity immediately.
2. Assess and monitor for signs and symptoms of concussion.
3. Coach or sponsor must notify a parent/ guardian of the head injury right away, before the student leaves practice or event.
4. Regardless of whether or not a concussion has been diagnosed, **a student athlete should never return to sports or activities on the same day a head injury occurred.**
5. Coach or sponsor will notify school nurse and athletic director if any student experiences a head injury during a practice or competition.

Diagnosed Concussion: Return to Learn

Returning to school should be determined, by the student support team, parents and healthcare provider, based on each individual student's symptoms. A plan will be devised and may include accommodations such as: no school, shortened school days, allotted rest periods, decreased assignments, or no screen time throughout the healing process. It is helpful to have the Concussion School Care Plan Form, Appendix D. If symptoms reoccur after returning to school, brain activity should be decreased (rest time, school day lessened, etc.) Students should be performing at their academic baseline (symptom-free) before returning to athletics.

If concussion symptoms reappear at any time during return to learn and/or play, the student should cease activity and be re-evaluated by the school nurse, licensed athletic trainer and/or other healthcare professional.

Diagnosed Concussion: Return to Play

1. A student athlete should never return to play (competition or practice) on the same day of a diagnosed or suspected concussion.
2. A licensed healthcare provider (defined above) should evaluate the student on the same day the injury occurs, whenever possible. (See # 5 under Brain Injury Protocol at school.)
3. A post injury test, (see Appendix A) should be completed by the student athlete and healthcare provider (see Appendix B).
4. A student may return to activity once they: are asymptomatic for concussion at rest, asymptomatic for concussion with exertion (physical and mental), and must have written clearance from a licensed healthcare provider. Clearance by a licensed medical professional is required by Iowa Code.
5. Once all criteria above are met, the student should progress back to full activity following the step by step process outlined below, also (see Appendix C) unless otherwise defined by provider:
 - Step 1: Complete physical and cognitive rest
 - o No exertional activity until asymptomatic
 - o Stay home from school or limit school hours as needed
 - Step 2: Return to school full time

Step 3: Low impact, light aerobic exercise

- o this step should not begin until student is no longer having any concussion related symptoms and has been cleared by the treating licensed healthcare provider.
- o Student may begin brisk walking, light jogging, swimming or riding an exercise bike at less than 70% maximum performance heart rate
- o No weight or resistance training permitted at this time.

Step 4: Basic exercise, such as running in gym or on field

- o No helmet/ equipment

Step 5: Non-contact, sport-specific training drills;

- o Includes dribbling, ball handling, batting, fielding, running drills, etc.
- o Weight training can begin

Step 6: Following medical clearance, full contact practice or training permitted

Step 7: Normal activity or competition in a contest is permitted

Prior to returning to full practice, a post injury test, (see appendix A) must be completed by the student athlete and must have comparable results to their baseline exam. This will be at the discretion of either the school nurse, the athletic trainer, or the same health care provider who diagnosed the concussion.

DISCIPLINE

All staff are expected to assume responsibility for discipline at all times of the day, with all students regardless of grade level and in any area of the building. Students should be corrected for misconduct anywhere in the building or on school grounds. Every reasonable effort should be made to solve discipline problems before referring them to the principal.

Clear communication of discipline procedures and expectations should be given to all students. Consistency when enforcing rules is a must. When dealing with students, staff should at all times exhibit dignity, courtesy, and good temper. Sarcasm, bitter or cutting speech should not be used with any student or parents.

EMERGENCY PLANS FOR TIMES OF CRISIS

Plans for use in case of Fire – Tornado – Hazardous Material Incident – Threat of Violence:

Each of these plans is explained and practiced each year so everyone knows what steps to take. State law requires schools to hold fire and tornado drills twice a semester. Practice drills allow staff to know what steps to take if a situation of this magnitude should develop. Some of these plans were developed in conjunction with the local and county law enforcement agencies, emergency management and local fire and EMT personnel.

A plan for parents is also an important component to these crisis situations where their children may be involved. The first priority of school personnel will be accounting for all children and staff in the building. Some emergencies will require the evacuation of school grounds. In this case, we will wait until the situation has become safe and secure. Then the students and staff will be evacuated to a primary evacuation site. Once there, another count will be taken to ensure that everyone is safe. Parents will be directed through local media as to when and where to pick up their children.

Parents will be asked to NOT call school during an emergency because this will tie up the phone lines that will be needed to communicate with law enforcement. As difficult and stressful as the situation might be, it is

imperative to cooperate with law enforcement as they work to secure the building and move children and staff to a safe place.

Our hope is that we never will have the need to implement any one of these plans but being prepared is critical to everyone's safety. Please help us carry these plans out by noting your role in these crisis situations.

FIRE DRILLS

The principal will determine when to have a fire drill. Drills may be announced or unannounced. The sounding of the fire alarm with about a 10 second duration is the signal for all school personnel to leave the building in an orderly fashion. Directions for evacuation must be posted in each room. The following are general procedures to be followed for a fire drill:

1. Be sure students are familiar with the signal for a fire alarm.
2. Be sure each student is familiar with exit routes. Discuss with your students alternate routes in case the regular ones are blocked by fire.
3. Do not permit students to stop for books or coats.
4. Have students walk rapidly out the designated exits. Students should go some distance away from the building once they are outside.
5. Check nearby toilets, cloak rooms, or any other possible place a person could be when the alarm is sounded.
6. Teachers should be sure they have their emergency buckets and shut their classroom doors prior to leaving the building.
7. Once outside and safely away from the building, teachers should take roll immediately to be sure all students are accounted for.
8. Absolute quiet must be maintained so those giving instructions can be heard.
9. Designate someone to always hold doors open.
10. Make provisions for any students who may need help because of a physical problem.

Delhi Elementary Fire exits:

Main Floor:

Main Office: Exit out the main lobby left doors and go West to the playground area.

Commons Office: Exit out the main lobby left doors and go West to the playground area.

Gym: Exit out the North doors. Walk right on the driveway and line up by the street.

Cafeteria/Commons: Go out the main lobby doors and go West to the playground area.

Locker Rooms: Exit left along the left side of hallway to Sophomore Hall. Go right along left side of hallway and out of the left side of the West doors by the Art Room. Proceed right to the street.

Wrestling Room: Exit right, out of the East Door & go to end of hallway. Go right, down the steps & exit out of the South doors.

Lower Floor:

Workroom: Exit left through main lobby doors to playground area.

Title I (Room 201) - Anderegg: Exit left out of classroom and proceed along left side of hallway. Proceed out of the left main lobby doors and then go West to the playground area.

3rd Gr. (Room 202) - Hoeger: Exit left out of classroom and proceed along left side of hallway. Proceed out of the left main lobby doors and then go west to the playground area.

3rd Gr. (Room 203) - Besler: Exit right out of classroom and proceed along right side of hallway. Proceed out of the left main lobby doors and then go west to the playground area.

4th Gr. (Room 204) - Jahn: Exit out of west classroom emergency doors. Line up along the west edge of the playground.

4th Gr. (Room 205) - Wilson: Exit right out of classroom and proceed along right side of hallway. Proceed out of the left main lobby doors and then go West to the playground area.

4th Gr. (Room 206) - Dever: Exit out of west classroom emergency doors. Line up along the west edge of the playground.

Resource Room (Room 207) - Pfeiler: Exit right out of classroom and proceed along right side of hallway. Proceed out of the left main lobby doors and then go West to the playground area.

5th Gr. (Room 208) - Goldsmith: Exit room and go left along left side of hallway. Proceed out of the left side of the SW doors to playground.

5th Gr. (Room 209) - Helle: Exit room & go left along left side of hallway. Proceed out the left side of the SW doors to the playground.

5th Gr. (Room 210) - Bonert: Exit room and go left along right side of hallway and proceed out of the right side of the SW doors to playground.

Music Room (Room 211) - Hesse: Exit room & go left along right side of hallway and proceed out of the right side of the SW doors to playground.

Library (Room 212): Exit out South door, go left & proceed along the left side of the hallway & out the left side of the SE doors.

Upper Floor:

Staff Lounge: Exit left through main lobby to South Street.

Art (Room 313) - Exit right and go down the right side of the SE steps. At bottom go right out of the East doors and proceed straight.

TORNADO DRILLS

Tornado drills will be held periodically. An announcement over the intercom will signal the alarm. Directions for evacuation must be posted in each room. The following general procedures are to be followed during a tornado drill:

1. Teachers should open windows and leave all classroom doors open. They should be sure to take their emergency bucket with them prior to leaving their classrooms.
2. Once in the designated shelter area, teachers should take attendance.
3. Students are to sit in designated areas with their heads on their knees and hands over heads.
4. Students must be quiet so instructions can be heard.

Delhi Elementary tornado protection building designations:

Main Floor:

Main Office: Go into the nurse's office

Commons Office: Exit into the Girls' locker room

Gym: Go through the Commons and the Multi-Purpose Room and into the visitor's locker room.

Cafeteria/Commons: Go through the Multi-Purpose Room and into the visitor's locker room.

Locker Rooms: Stay where you are.

Wrestling Room: Exit left, out of the East door, to the boys' locker room.

Lower Floor:

Workroom: Stay in Workroom.

Title I (Room 201) - Anderegg: Go into the girls' restroom.

3rd Gr. (Rm. 202) - Hoeger: Exit left out of classroom and proceed into the girls' restroom.

3rd Gr. (Rm. 203) - Besler: Exit right out of classroom and proceed along right side of hallway to the boys' restroom.

4th Gr. (Room 205) - Wilson: Exit right out of classroom and proceed along the right side of the hallway to the lobby. Go through the lobby and the Multi-Purpose Room and into the visitors' locker room.

4th Gr. (Rm. 206) - Dever: Exit room and proceed along the left side of hallway to the lobby. Go through the lobby and the Multi-Purpose Room and into the visitors' locker room.

4th Gr. (Rm. 204) - Jahn: Exit room and proceed along the left side of hallway to the lobby. Go through the lobby and the Multi-Purpose Room and into the visitors' locker room.

Resource Room (Rm. 207) - Pfeiler: Exit right out of classroom and proceed into the girls' restroom.

Fifth Grade (Rm. 208) - Goldsmith: Exit room and proceed along the right side of hallway to the lobby. Go through the lobby and the Multi-Purpose Room and into the visitor's locker room.

Fifth Grade (Rm. 209) - Helle: Exit room and proceed along the right side of hallway to the lobby. Go through the lobby and the Multi-Purpose Room and into the visitors' locker room.

5th Gr. (Rm. 210) - Bonert: Exit room and proceed along the right side of hallway to the lobby. Go through the lobby and the Multi-Purpose Room and into the visitors' locker room.

Music Room (Rm. 211): Exit room and proceed along the right side of hallway to the lobby. Go through the lobby and the Multi-Purpose Room and into the visitors' locker room.

Library (Rm. 212): Elementary Students - At lobby go through the Multi-Purpose Room and into the visitors' locker room.

Upper Floor:

Faculty Lounge: Exit room and proceed to Nurse's office in main office.

Art (Rm. 313): Exit right out of classroom, down the back stairway, and proceed along right side of hallway to the boys' restroom.

BOMB THREAT PROCEDURES

Secretaries Answering the Phone Call:

1. Keep the caller on the phone as long as possible.
2. Attempt to determine the location of the bomb and when it is to go off etc.
3. Listen for background noises.
4. Determine if the voice is male or female.
5. Advise caller of the seriousness of the act.
6. Report to principal immediately. If the principal or someone else is not available, you need to make the announcement to evacuate the building and go to the primary evacuation site.

PRIMARY EVACUATION SITE

When students are evacuated to the primary evacuation site, teachers and students will always report to the same location within the site. Teachers must be sure to have their emergency bucket with them. Once there:

- Staff will take immediate attendance. Copies of class rosters will be stored in an office folder in case teachers were not able to get to their emergency buckets.
- Students may sit on the floor and talk quietly - no loud talking or playing or moving around the room.
- Teachers are to wait for further direction from law enforcement officials.

EVACUATION PLAN

In case of the need to evacuate school grounds, the staff should implement the following actions when advised to do so by law enforcement or administration:

- All teachers will escort students to the exit as directed by emergency personnel, utilizing the evacuation route as directed by law enforcement or administration, and assemble at the primary site. Law

enforcement/administrator or his/her designee will escort students and staff during the evacuation. Classrooms will reassemble at predetermined points within the primary site facilities. Teachers should bring their emergency buckets.

- No child is allowed to walk home or be released to parents prior to clearance by law enforcement. Everyone MUST be accounted for at the primary site of evacuation. Parents will be notified of the location where they may pick up their children via the local media.
- Support staff should look to help individual children and classroom teachers to assist the safe movement of all students, especially anyone who might be physically challenged. See specific staff/student assignments below.
- Students are not to bring anything with them to the evacuation site.

Individual Student/Staff Assignments:

Paraprofessionals will escort students as assigned each year on an as-needed basis.

EXPLOSIVES / HAZARDOUS MATERIALS

The office will notify staff/students of a hazardous materials incident on the intercom. Teachers will respond by:

- Closing classroom doors and windows.
- Taking immediate attendance.
- Allowing no one to leave the classroom until 'all clear' signal is given by office or directions for building evacuation are given.
- If the building needs to be evacuated, see evacuation procedure. This directive will be given by law enforcement personnel.
- Custodians will shut down building heating/air conditioning system.

LOCK DOWN PROCEDURES (Level 2)

The office will notify staff/students of a threat of violence in the school on the intercom. Teachers will respond by following lock down procedures:

1. If students are in transition in the building they need to enter the nearest classroom area. They should NOT try to return to their home classroom. Adults should help direct people into their classroom area.
2. If PE or other classes are outside they should evacuate to the garage, staying away from the school. Teacher/s should hold students in the garage until evacuation of the school is complete.
3. Close and lock classroom doors/windows.
4. Turn off lights and close window shades.
5. Move students away from doors and windows.
6. Instruct students to lay on the floor covering heads with hands.
7. Take immediate attendance of all people in the room.
8. Slide the red/green card under the door - red side up will indicate someone in the room is hurt, green side up will indicate everyone in the room is okay.
9. Allow no one to leave the classroom area until an 'all clear' signal is given by law enforcement personnel/administrator. Do not open the door to anyone except law enforcement.
10. Wait for further direction from law enforcement personnel/administrator.
11. Faculty and staff will provide assistance to any students with special needs students.
12. The school nurse, if on site and safe, should go to the command center as the school contact person for medical issues.

All requests for information from media/parents/staff must be referred to the superintendent or designee. No information can be shared by anyone else.

EQUIPMENT INVENTORY

At a designated time during the school year, staff members are to turn in an updated equipment inventory. Major items that have been newly purchased, transferred to or from the classroom, or disposed of should be noted as such on the inventory form.

EQUIPMENT USE BY SCHOOL EMPLOYEES

All equipment and supplies were purchased for use within the school system and may only be checked out for educational purposes. See the administrative offices for check-out forms and specific information on staff responsibility and liability for use of equipment outside of school.

ESSENTIAL OILS & NATURAL SUPPLEMENTS

The student health office recognizes essential oils and natural supplements as a medication and will follow the same guidelines for administration of a prescription or an over the counter medication. Please speak directly to the school nurse at your student's school to determine the appropriateness, safety, possible side effects or toxic effects of the essential oil or supplement. Parents will provide a physician's order to administer essential oils or natural supplements; however, the school nurse is still required to administer professional judgment pertaining to essential oils and natural supplements in accordance with Nurse Practice Act.

EVALUATION PROCEDURE FOR STAFF

1. Each building principal will formally evaluate teachers new to Maquoketa Valley that have more than two years of teaching experience a minimum of one time for their first two years in the district. These evaluations will include a pre-observation conference, observation and post-observation conference.
2. Each building principal will formally evaluate teachers with two or more years of experience of Maquoketa Valley according to the district evaluation plan.
3. New professionals in their first or second year in the teaching profession will follow the evaluation procedures set up by the state of Iowa. These teachers will also be assigned a mentor. These teachers will be formally evaluated according to the Maquoketa Valley District Evaluation Plan.
4. The frequency of the above evaluation procedures is deemed as a minimum. Should the building principal believe additional observations/evaluations are needed, s/he will conduct those observations/evaluations.

EXCLUSION OF PUPILS FOR HEALTH REASONS

Students may be excused from physical education on a short-term basis if they have a written excuse from their parents and approval by the school nurse. Students may be excused for a longer period of time if they have a signed doctor's statement requesting no physical education classes. The principal may excuse students upon evidence that it may injure the student's health.

EXTRA DUTY PAY

The Master Contract between the Maquoketa Valley Community School District and the Maquoketa Valley Education Association provides that certain extra duties performed by members of the teaching staff shall draw compensation at the current negotiated rate. Staff members performing such extra duty for pay will need to complete an "Extra Duty Claim" form and turn it into their building principal on the next working day following the event for which compensation is claimed.

FACULTY MEETINGS

Faculty meetings will be held on an as-needed basis. The meetings may be in-service, consultant meetings, or workshops. Normally, faculty meetings will be held at 7:30 AM. Any teacher who has a concern that he/she would like discussed at a faculty meeting should feel free to bring it to the attention of the administration, after which it may be included on the agenda.

FIDGETS AT SCHOOL

Students will be allowed to use a fidget at school if it helps the student pay attention during class. However, any student not using the fidget as intended and/or the fidget is disrupting his/her learning and/or the learning of others, will be asked to put the fidget away.

A fidget is a small object that keeps your hands busy so you can pay attention to the teacher. Sometimes a fidget can help students listen better during class. A fidget is intended to keep your hands out of trouble and to help a student focus on the instruction. However, a fidget is NOT a toy. A fidget is intended for classroom use only for those who need help paying attention to the instruction. Fidgets should never be taken to recess or to the lunchroom without permission of the teacher.

The following rules must be followed for a student to use a fidget in the classroom.

1. A student must have permission from the teacher to use a fidget.
2. A student should not need to look at the fidget very much so it doesn't become a distraction.
3. A student should not try and get his/her friend's attention with the fidget. This interferes with the learning of others.
4. The fidget needs to stay in the student's hands or sitting on the desk. It should not be in a student's pocket. It should never be dropped, tossed, or bounced.
5. The fidget should not make noise.

If at any time, the teacher feels the fidget has become a distraction, the student will be asked to put the fidget away. If the fidget continues to be a problem, the student may be asked to keep it at home.

FIELD TRIPS

All requests for buses for athletic contests, music events and any other field trips must be filled out and filed with Cheryl Gates in the MS office. The Activity Request Sheet is filled out and sent to the high school office, so it can be placed on the schedule. All buses are scheduled from these forms.

Field trips should be planned only when they can be educationally justified. Consider the following when planning a trip:

How does the trip relate to the instructional program?

What steps of preparation need to be considered?

What preparations need to be made with the students?

What follow-up after returning from the trip will take place in my classroom?

All field trips must be cleared with the building principal before plans are made with students and parents. A permission slip, signed by the parents, is necessary before any students may go on a trip outside of the district. Even though trips within the district do not require parent permission, please be sure to keep parents informed if their children will be off of school district property. Trips must be taken in school vehicles, buses, or on foot. All field trip requests must be turned in at least two weeks prior to the anticipated date of the trip. Approval for field trips must be obtained by filling out the proper forms in a timely manner. Teachers must take the students' emergency information sheets and student medication with them on the trip. In order to save on transportation costs, teachers are asked to plan their field trips with another class unless cleared by the principal.

FOOD ALLERGY INFORMATION

Maquoketa Valley Community Schools is committed to providing a safe school environment for all students. The district recognizes that food allergies, in some instances, may be severe and even occasionally life threatening. It is the intent of the School District to try and reduce the likelihood of severe allergic reactions of students with known food allergies while at school, and to increase the likelihood that appropriate medical treatment is available in case of an allergic reaction. It is the District's intent to work with students and parents to help students learn how to manage their food allergies while providing an environment where the risk is reduced and emergency support is available. The school cannot achieve this goal alone and student and family involvement is critical. Ultimately the primary responsibility for reducing the risks associated with food allergies rests with the student and their parents. School procedures to reduce that risk are as follows:

- Information pertaining to student allergies will be shared with faculty and staff who have contact with the student(s). Otherwise this information will be kept confidential as possible.
- Based on information from the parent's doctor, the school nurse along with the Food Service Director will develop a food allergy action plan which lists the students food allergies, meal planning, emergency treatment protocol, and contact information.
- Food allergy and anaphylaxis training for faculty, staff and coaches will be provided as needed.

Parent Responsibilities:

- Parents of students with life-threatening allergies must provide the district and school nurse with emergency medications and written medical treatment protocol for their student addressing their specific allergy related event(s). This information and medication must be provided before the start of the school year. The school nurse will keep the medications according to school medication policies.
- Parents are expected to meet with the school nurse and food service director at the beginning of each school year Regarding their child(s) food allergies.
- Parents are responsible for educating their child about managing their food allergy at school, including identifying "safe foods" by reviewing the lunch menu together, contacting the food service director for ingredient listings and reinforcing that the student should ask for help if the student is unsure about choosing foods in the cafeteria.
- If parents are uncertain about possible exposure to allergy-causing foods, they should provide meals and/or treats for their child.

FUNDRAISING ACTIVITIES

Raising funds for a worthwhile school activity is a necessary evil in most school systems. It involves contact with many people in the community and thus the image of the school is projected by those representing the school. To avoid "over exposure", all activities involving the raising of funds must have the approval of the principal.

GENERAL BOARD POLICIES: SECTION IV - SCHOOL STAFF AND PERSONNEL

A. General Policies Concerning Maquoketa Valley Community School Employees

1. All new personnel employed by the Maquoketa Valley Community School District shall have on file in the office of the Superintendent, thirty days before the beginning of the school year, a doctor's statement concerning their ability to perform their contract obligation.
2. In case an employee of the district is ill, he/she shall promptly notify his/her building principal by 6:00 A.M. of the school day in which the employee will be absent. If the employee is unable to reach his/her building principal after several attempts, please contact another building administrator. If the employee knows the evening before that he/she will not be at school the next day, the employee is asked to contact his/her building principal at that time so that the principal has additional time to find a substitute teacher.

B. Teachers

1. The qualifications of teachers shall be those required by the State Board of Educational Examiners for certification to perform the particular service in instruction for which they are employed. Before being reimbursed for classroom duties, teachers must have supplied evidence of proper certification by the State of Iowa.
2. It shall be the duty of the teacher to keep informed concerning the policies and regulations of the Board of Education.
3. Staff shall be directly responsible to the principal of their building. They shall promptly and consistently carry out the instructions of their principal.
4. Staff shall make an immediate report to the principal of any unusual disorder among the students under their charge.
5. Teachers shall be responsible for grading as well as promotion of their pupils in accordance with policy and instruction of the principal.
6. Teachers shall not act as agents or accept commissions, royalties, or rewards for books, or other school materials, the selection of purchase of which they may influence.
7. No teacher may tutor for pay, any pupil attending the school to which the teacher is assigned.
8. Teachers shall report no later than 8:00 A.M. to school unless excused by their principal or the superintendent. When the students arrive at school in the morning all teachers are expected to be in their rooms or on their assigned duty and to render assistance to students with their schoolwork.
9. Each teacher will be assigned a teaching load as prescribed by the administration.
10. All pupils are to be under the teacher's supervision at all times of the school day. Teachers will be assigned supervisory duties by their principal.
11. Teachers shall be responsible for the proper care of all books, apparatus, bulletins, supplies, and furniture owned by the school district.
12. All orders from teachers to custodians shall be made through the principals, except in the case of emergency
13. Teachers shall not at any time engage in controversial school issues in the presence of students. Matters in which teachers are in disagreement should be discussed in private.

14. All teachers should have a keen interest in all school activities. They are encouraged to attend all school activities.

GOOD WILL

Please keep the principle of "good will toward one another". Staff members should be loyal to the school, community, the board of education, the superintendent, principal, and other staff members. Criticism should never be aired to the public. You have a right to expect the same loyalty from all administration, faculty, and staff members.

GRADING

Report cards are distributed at the completion of each quarter. Weekly progress reports are encouraged to provide parents up-to-date information on work completion, effort, and behavior. Teachers are asked to keep grades current on a weekly basis within the Power School program. Keeping parents informed of their child's progress is of primary importance. Student will be assessed using the following:

- ME= Meeting expectations
- MP= Making progress
- NY= Not yet

GRIEVANCE PROCEDURE

Grievances may involve almost any issue relating to sex, race, religion, color, national origin, marital status or disability in the treatment of students or employees in education programs or activities. They may relate to the actions of a particular individual, to the practices or policies of a particular school or unit within an education agency or institution, or the practices or policies of the agency or institution as a whole.

Students may file a written complaint regarding school district policies, rules and regulations or other matters by complying with the following procedure. The following procedure is to be strictly followed except in extreme cases:

- If an employee is involved, discuss the written complaint with the employee within three days of the incident;
- If unsatisfied with the employee's response or if there is no employee involved, file the written complaint with the principal within one school day of the employee's response or the incident.
- If unsatisfied with the principal's response, file the written complaint with the superintendent within two days of the principal's response;
- If unsatisfied with the superintendent's response, students may request in writing to speak to the board within three days of the superintendent's response. The board determines whether it will address the complaint.

GYM FACILITIES

During much of the year, our gymnasiums are in great demand, not only by our own school activities, but by other groups such as 4-H, Scouts, etc. In order to keep dates straight, the only person responsible for allowing groups to use the gym will be the high school secretary. All use of the gym must go through central office. This pertains to Maquoketa Valley employees as well as others.

INCLEMENT WEATHER

In case of severe weather which might result in the cancellation of school, several radio and TV stations will be notified. Those stations which have agreed to correctly broadcast our announcement are: WMT, KWWL, KOEL, KDST, and KMCH radio; KGAN, KWWL, and KCRG television. Staff will be notified using the MV text alert system. If you would like a phone call, please let your building administrator know.

INSTRUCTIONAL MATERIALS FROM KEYSTONE AEA

Pickup and delivery of materials from the instructional materials center of Keystone AEA in Elkader and Dubuque will be made on Mondays and Thursdays to all Maquoketa Valley attendance centers.

INVITATION TO PARENTS

Parents are encouraged to take a few hours and visit their child's classroom and/or eat lunch with the class. When planning a visit in the classroom, we do ask that parents call and inquire as to a good time for the visit. We also ask that other arrangements be made for younger children. Visitation is discouraged during the first two and last two weeks of the year. If planning to stay for lunch, parents are asked to let the office know so we can turn in the correct lunch count to the cooks.

KEEPING STUDENTS AFTER SCHOOL

A teacher may keep a student after 3:30 p.m. to provide extra one-on-one help, to make up work due to absenteeism, or for detention purposes. Parents whose children are transported by bus are to be allowed 48 hours notice. This is to permit them to make transportation arrangements. However, the 48 hour requirement of notice is often waived by parents.

LESSON PLANS

Lesson plans are essential as a part of the teacher's responsibility for presenting a well-organized lesson. Lesson plans, whether hard copy or sent electronically, need to be submitted to the building principal on Fridays or before 8:00 A.M. Monday morning for the week ahead. Planning is of great importance not only to the classroom teacher but also to the substitute teacher who is usually called on short notice and does not have an opportunity to discuss plans with the regular teacher. The plans must be kept in or on the teacher's desk so it is available at all times. Be sure you have a seating chart that is neat and up-to-date for a substitute to use.

NONVIOLENT CRISIS INTERVENTION RESPONSE

Several of our staff members have been trained in Nonviolent Crisis Intervention Response. We have learned several strategies to help calm an upset student. We also learned appropriate ways to subdue a child whose physically aggressive behavior is endangering that child, other children, and/or adults. The child's parents will be notified if we need to subdue a child in this manner. Our staff members who are currently trained receive an annual training update.

NOTICE OF NONDISCRIMINATION

It is the policy of the Maquoketa Valley Community Schools not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, religion in its programs, activities, or physical or mental disability in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 19B.11, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 -

1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). Students are educated in programs that foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Students who feel they have been discriminated against are encouraged to report it to the school district Equity Coordinator. The Equity Coordinator is Doug Tuetken and can be reached at (563) 922-2091. Inquiries may also be directed in writing to Doug Tuetken, Maquoketa Valley Community Schools, P.O. Box 186, Delhi, Iowa 52223, (563)922-9411.

PAY PERIODS

Teachers shall be paid in 24 equal installments on the 15th and last day of each month. Payment will commence two weeks after the first workday with the second payment to be on or before September 30 and the balance on the 15th and the last day of each month thereafter. Employees shall receive these checks at their regular building and on regular school days unless otherwise designated by the employee.

PHYSICAL/SEXUAL ABUSE AND HARASSMENT OF STUDENTS BY SCHOOL EMPLOYEES

The school district does not tolerate employees' physically or sexually abusing or harassing students.

Students who are physically or sexually abused by an employee should notify their parents, teacher, principal or another employee. Sexual abuse means sexual acts involving a student, acts that encourage the student to engage in prostitution, as well as inappropriate, intentional sexual behavior or sexual harassment by the employee toward a student. Sexual harassment are unwelcome sexual

advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive educational environment.
- In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:
- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

The Iowa Department of Education has established a two-step procedure for investigating allegations of sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated Mrs. Brenda Becker (922-9411 or 923-3225) as its Level I investigator. Mr. Troy Osterhaus (922-2091) and Mrs. Ann Norton (926-2701) are the Level 2 investigators. Mrs. Becker, Mr. Osterhaus, or Mrs. Norton may be contacted directly.

Physical abuse is a non-accidental physical injury that leaves a mark at least 24 hours after the incident. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated Mrs. Brenda Becker (922-9411 or 923-3225) as its Level I investigator. Mr. Troy Osterhaus (922-2091) and Mrs. Ann Norton (926-2701) are the Level 2 investigators. Mrs. Becker, Mr. Osterhaus, or Mrs. Norton may be contacted directly.

While employees cannot use physical force to discipline a student, there are times when the use of physical force is appropriate. The times when physical force are appropriate include, but are not limited to, times when it is necessary to stop a disturbance, to obtain a weapon or other dangerous object, for purposes of self-defense or to protect the safety of others, to remove a disruptive student, to protect others from harm, for the protection of property or to protect a student from self-infliction of harm.

PLAYGROUND RULES

The students at Earlville Elementary will play safely and respectfully in all games and on all equipment.

Responsible Playground Behavior and Supervising Responsibilities/Procedures:

- Students need to wear sandals that fasten to their feet or tennis shoes to play on the equipment. This is for their safety as flip-flops tend to slip easily on the equipment .
- Rough play is not allowed on the playground. No running on the equipment.
- When the whistle sounds, students will stop playing and enter the building quickly and quietly.
- Students will notify the playground supervisor of any injuries or aggressive behavior.
- Students will always show respect for other students and staff members. Students will follow instructions given by staff.
- Students will stay outside during recesses, unless they have permission from the supervising staff to enter the building.
- Activities such as wrestling, tackling, piggy back, fighting, snowball throwing and sliding on ice will not be allowed.
- Students will use equipment in the appropriate manner:
 - * Sit when using the slides. No climbing up the slides.
 - * No foreign objects will be thrown up or down the slides
 - * Students will remain seated at all times while using swings
 - * No jumping out of high flying swings
 - * One person on a swing at a time
 - * No horseplay such as sideways swinging or twisting swings
 - * All body parts stay within the confines of the merry-go-round when in motion.
 - * Jump ropes are for jumping only.
- Students will be required to dress appropriately when snow is on the ground. Students must go outside for recess regardless of how they dress.
- Students who take playground equipment outside are responsible for returning it.
- Students will get permission from supervising staff before crossing the street to get a ball.
- No regulation baseballs.
- All toys brought from home should be permanently marked with the student's name. These will be brought at the student's own risk in case they are lost or broken.
- Recess in the classroom: Students will obtain permission from the supervising staff member before leaving the room for any reason.
- Recess in the multi-purpose room: Each class will be limited to two balls and two jump ropes.
- Students will not need to wear coats to recess when it feels like 60 degrees.

General rules of respect cover all areas of recess.

Consequences for Infractions

1. Verbal reprimand and/or positive practice.
2. Time-out against the wall.
3. Use office referral for insubordination or for dangerous or illegal situations.

Encouragement Procedures

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

Supervision Responsibilities

1. All supervisors will circulate about the playground and avoid standing in one place.
2. Supervisors will be visible and interact positively with as many students as possible.
3. Supervisors will be responsible for enforcing "consequences for infractions".
4. Supervisors should report to duty with their cell phone.

Teaching Responsibilities

1. During the first week of each new school year and for the first week that a new procedure is implemented, each classroom teacher will conduct a lesson on playground behavior. These lessons will consist of a discussion of the rules for all areas of recess: playground, classroom, gymnasium.
2. If problems recur, teachers will be asked to resume conducting short lessons on playground rules and conduct.
3. Building staff will be taught playground rules, expectations, consequences, and reinforcers by the principal or another designated staff member.

PROFESSIONAL DEVELOPMENT TRAININGS

Workshops relating to the teachers' teaching assignment are an excellent way to keep informed of educational trends and new ideas. Teachers are asked to share new information with other members of the staff.

Requests to attend workshops should be made by filling out the proper forms. If a teacher has been asked by the administration to attend a workshop, costs will be covered by the district. If the request has come from a teacher, upon administrative approval, the cost of the substitute will be paid by the district.

PROFESSIONAL DRESS CODE

Staff members are reminded that they are expected to dress appropriately. Men and women may wear long dress shorts that touch the knee or slightly above the knee through Labor Day. Hooded sweat shirts are not to be worn. Jeans may be worn on designated days during the school year. Yoga/fitness pants are not considered professional dress and should not be worn to school. MV crew neck sweatshirts worn on jeans days are acceptable.

PUBLIC RELATIONS

One of the biggest challenges that we face as educators is that of "selling" our school to the public. Educators should take advantage of every opportunity to let people know about the positive things going on in school.

RECESS AND BUS DUTY

Playground and bus duty will be assigned to staff members by the administration. A teacher or associate assigned to supervision duty is legally responsible for the safety of the children under his/her supervision. A staff member must never allow him/herself to be in a position wherein a court of law could prove neglect of duty in case of an accident.

The playground supervisor should:

1. Be sure to have the safety bag w/either the "walkie- talkie" or your cell phone when on playground duty.
2. Circulate about the assigned area.
3. Take charge of all accidents. In the event of an accident, call for help immediately. If there should be no response, send someone to the teacher, secretary, school nurse and/or the principal.
The playground should not be left unsupervised.
4. Stop any play or use of apparatus or equipment that is improper or unsafe.
5. Settle disputes or quarrels if the participants cannot do so themselves within a reasonable time.
6. Direct children away from muddy areas or dangerous spots.
7. Determine when developing weather conditions warrant clearing the playground.
8. Report any strangers loitering about to the principal.

REPAIRS

Needed repairs should be reported to the principal.

REQUISITIONS

All requisitions for supplies and equipment will go to the building principal on a requisition form. Requisitions for the following year will be called for on or about March 1st. All expenditures require administrative approval. The school district cannot be responsible for unauthorized expenditures.

RESPONSIBILITIES IN CASE OF ACCIDENT

In case of an accident, the teacher should notify the office as soon as possible. If the school nurse and/or principal are in the building at the time, the accident should be reported to them. The child's parents should be notified immediately in the event of a serious accident. It will be the nurse, principal, or principal designee's responsibility to determine whether a child should be sent to a doctor. All accidents must be reported in writing to the principal. This is the responsibility of the person in charge of the student at the time of the accident.

RETENTION

A teacher concerned with a student's performance in the classroom needs to take proactive steps throughout the school year. Regular communication with the building principal about the student's progress is important. Communication with parents, early and often, about concerns is of the utmost importance. Only after exhaustive efforts to assist the student during the school year have been made will the determination for retention be decided through meetings with the parents.

SAFETY GLASSES

All individuals participating in any course which may subject students or teachers to the risk of eye injury must wear industrial eye protection devices at all times. This applies to any phase or activity of such a course which may endanger the participant to the hazard of injury from the materials or processes. Also, according to Iowa Code 200.20, even visitors must be furnished with and required to wear industrial eye protection.

SEARCH AND SEIZURE REGULATIONS

Searches, in General

Reasonable and Articulate Suspicion: A search of a student or a student's Remotely Activated or Activating Communication Device will be justified when there are reasonable grounds for the suspicion that the search will turn up evidence that the student has violated or is violating the law or school district policy, rules or regulations affecting school order. Reasonable suspicion may be formed by considering factors such as the following:

1. eyewitness observation by employees;
2. information received from reliable sources;
3. suspicious behavior by the student; or,
4. the student's past history and school record, although this factor alone is not sufficient to provide the basis for reasonable suspicion.

Reasonable Scope: A search will be permissible in its scope or intrusiveness when the measures adopted are reasonably related to the objectives of the search. Reasonableness of scope or intrusiveness may be determined based on factors such as the following:

1. the age of the student;
2. the sex of the student;
3. the nature of the infraction; and
4. exigency requiring the search without delay.

Types of Searches

Personal Searches

1. A student's person and/or personal effects (e.g., purse, backpack, etc.) may be searched when a school official has reasonable suspicion to believe the student is in possession of illegal or contraband items or has violated school district policies, rules, regulations or the law affecting school order.

2. Personally intrusive searches will require more compelling circumstances to be considered reasonable.

(a) **Pat-down searches:** If a pat-down search or a search of a student's garments (such as jackets, socks, pockets, etc.) is conducted, it will be conducted in private by a school official of the same sex as the student, with another adult witness of the same sex present, when feasible.

(b) A more intrusive search, short of a strip search, of the student's person, handbags, book bags, etc., is permissible in emergency situations when the health and safety of students, employees, or visitors are threatened. Such a search may only be conducted in private by a school official of the same sex as the student, with an adult of the same sex present unless the health or safety of students will be endangered by the delay which may be caused by following these procedures.

Locker and Desk Inspections

Although school lockers and desks are temporarily assigned to individual students, they remain the property of the school district at all times. The school district has a reasonable and valid interest in insuring the lockers and desks are properly maintained. For this reason, lockers and desks are subject to unannounced inspections and students have no legitimate expectations of privacy in the locker or desk. Periodic inspections of all or random selection of lockers or desks may be conducted by school officials in the presence of the student or another individual. Any contraband discovered during such searches shall be confiscated by school officials and may be turned over to law enforcement officials.

The contents of a student's locker or desk (coat, backpack, purse, etc.) may be searched when a school official has reasonable and articulable suspicion that the contents contains illegal or contraband items or evidence of a violation of law or school policy rule. Such searches should be conducted in the presence of another adult witness when feasible.

SOCIAL MEDIA (ACCEPTABLE USE)

If social media is used at school, all comments are subject to monitoring, possible editing or removal if the policy is violated. Comments posted are not necessarily those of the LEA. Comments made are subject to requests made under Iowa's Open Records Law, Iowa Code Chapter 22.

Unacceptable use of social media, include but is not limited to: use of vulgar language, posting comments that are not germane to the subject at hand, prohibits comments promoting or opposing any person running for public office or any ballot proposition, prohibits advertisements of or promotion of a business or commercial transaction, and prohibits posting of comments that violate confidentiality requirements under state and federal law.

SOCIAL NETWORKING ACTIVITY, E-MAILING, CELL PHONE/TEXTING, WEB/WIKI PAGES

Listed below are reminders and guidelines that faculty and staff will adhere to when using technology to communicate with colleagues, parents and students. All communications to parents and/or students must be made on a district computer or phone system unless in case of an emergency. All e-mails, text messages, etc., should be copied and archived by the instructor as well as cc'd to the building administrator.

1. Cell Phones
 - Use of school owned cell phones are subject to open record requests from the public.
 - Cell phones or similar devices will be off or on silent and will not be used for receiving and placing personal calls, text messages, or conducting searches for personal use during assigned instructional time and when responsible for supervision unless permission has been secured from the building administrator.
 - Any text message or picture sent to a student will also be copied and forwarded to the student's parents/guardians.
 - Any communication should be kept to official matters.
2. Social Networking, E-mail, and School Owned Computers
 - Use of school owned computers are subject to open record requests from the public.
 - No sexually explicit or vulgar music may be downloaded on school owned machines, ipods, etc.
 - There should be no e-mailing during student instructional time.
 - Any e-mail sent to a student should also be copied and forwarded to the student's parent/guardians.
 - Any communication should be kept to official matters.
 - Students may not be listed as a "friend" on a staff members social network page.
 - Staff members will not accept an invitation to a student's social network.
 - Comments posted on a staff member's wall should not include inappropriate photos or comments.
 - Employees will not use school technology to promote a business.
 - Staff developed Web or Wiki pages will have administrator approval before posted.
 - Parents/guardians will have access to these postings.
 - Any comment section will be password protected.
 - Comments posted by staff and students should be related to class content.

- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the school district computer network is prohibited.
- Using the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material is prohibited.
- Use of another's account or password is prohibited.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users is prohibited.
- Forging or attempting to forge e-mail messages is prohibited.
- Engaging in vandalism is prohibited. Vandalism is defined as any malicious attempt to harm or destroy school district equipment or materials, data of another user of the school district's network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.
- Using the network to send anonymous messages or files is prohibited.
- Revealing the personal address, telephone number or other personal information of oneself or another person is prohibited.
- Intentionally disrupting network traffic or crashing the network and connected systems is prohibited.
- Installing personal software or using personal disks on the school district's computers and/or network without the permission of the district Technology Director is prohibited.
- Remind students that comments posted on these pages are subject to school's anti-bullying policy.

Please remember that it should be the rarest of circumstances that a faculty or staff member will need to communicate with a student outside of class. If an instructor does need to communicate to a student, it is highly recommended that the staff employee communicate with the parent prior to communicating with the student.

STAFF ABSENCES

Each employee is granted sick leave as set forth in the Master Contract and School Board Policies. In case of illness or an emergency which would result in a staff member being absent, the principal should be notified by telephone by 6:00. The principal will secure a substitute when needed. A leave form must be completed and given to your principal the first day you return to work.

STUDENT CONDUCT

The Maquoketa Valley School Board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of students, employees, and visitors on school premises.

Students shall conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered buses; while attending or engaged in home or away school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to obtain their education or participation; or

conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

A student who commits an assault against an employee on school district property or on property within the jurisdiction of the school district; while on school-owned or school-operated chartered buses; while attending or engaged in home or away school district activities shall be suspended by the principal. Notice of the suspension shall be sent to the board president. The board shall review the suspension to determine whether to impose further sanctions against the student which may include expulsion. Assault for purposes of this section of this policy is defined as:

- an act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or
- any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or
- intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace.

Definitions

Removal from the classroom means a student is sent to the building principal's office. It shall be within the discretion of the person in charge of the classroom to remove the student.

Detention means the student's presence is required during non school hours for disciplinary purposes.

Suspension means either an in-school suspension, an out-of-school suspension, a restriction from activities.

Special Education Students

Following the suspension of a special education student, an informal evaluation of the student's placement shall take place. The Individual Education Program (IEP) shall be evaluated to determine whether it needs to be changed or modified in response to the behavior that led to the suspension.

If a special education student's suspensions, either in or out of school, equal ten days on a cumulative basis, a staffing team shall meet to determine whether the IEP is appropriate.

STUDENT DRESS CODE

The students of Maquoketa Valley shall be dressed and groomed in a fashion that is complimentary to the school and to themselves. Cleanliness and neatness in both hair and clothes is essential. If the dress of a student is offensive to a fellow student or a faculty member then it is disruptive in some degree to the educational progress. Clothing with profanity, suggestive wording, or controlled substances depicted will not be allowed. In addition, tops which allow midriff or underwear to show and shorts/skirts that are too revealing, will not be allowed. We ask that as students mature, parents use discretion in their children's attire. State law requires all students to wear shirts and shoes for health reasons. Teachers as well as other staff members are expected to monitor student clothing and enforce this code. The Maquoketa Valley Board of Education

recognizes that the administration must be the final judge of what is appropriate dress. Please: No hats or caps are to be worn inside the building.

SUPERVISION OF STUDENTS

We, as educators, are responsible for the safety and welfare of the students. Principals will assign teachers to supervision responsibilities as needed to insure the proper supervision of students at all times. Supervision and discipline of students is an area all staff members must work cooperatively and diligently. Staff members are expected to assume responsibility for the discipline of students and to assist in the correction of all irregularities that may occur. Staff members are obligated to correct students for misconduct whenever they see it in the building or on the school grounds. Students should realize that any staff member has authority over them. Building rules must be consistently enforced by all if they are to be effective. Discipline has both negative and positive consequences. We will always work to stress the positive side so as to ensure:

1. Student safety and well-being.
2. Respect for law, order, and authority.
3. Proper attitudes toward school.
4. Respect for rights and privileges of others.
5. Respect for school and property of others.

Each teacher should determine and convey the rules of the classroom and school to his/her students. Teachers should consistently review the rules as it is important for students to have a thorough understanding of their teacher's expectations. Discipline must be fair and consistent.

Teachers are encouraged to review their discipline policies throughout the year for their own benefit and to share the rules with their students' parents at the beginning of the year. The administrator will assist staff members in upholding good discipline.

Staff members should at all times exhibit to students an example of dignity, courtesy, and good temper. No sarcasm or derogatory speech should be used. It is the responsibility of staff members to be use the following active supervision guidelines while supervising students:

Active Supervision Guidelines

1) Movement:

- constant moving so kids think you are everywhere at once
- randomize movements so it is not in a specific pattern
- target problem areas
- proximity to all students

2) Scanning

- looking around constantly
- listening to all areas as you are looking elsewhere

3) Interacting Frequently

- connect (chat, smile, wave)
- reinforce and focus on the positive!!!!

4) When Responding to Problem Behavior

- stay respectful calm and clear
- concentrate on the problem behavior not the student

- never use public humiliation or shame
- if the problem behavior was important enough to correct, then the correct behavior is important enough to be acknowledged

Located in this handbook is a comprehensive positive behavior plan prepared by the staff of the building. Please familiarize yourself with all aspects of the plan.

Tort is a wrongful act leading to civil legal liability. The following is for your information concerning tort liability:

Tort Guidelines

1. All staff members should periodically review school rules for the safety of all.
2. When issuing instructions or directions for the safety of students in school, the students' age and ability must be taken into account. If there are any special categories of students for whom different standards would apply such as physically or mentally handicapped youngsters, special rules may be necessary.
3. At all times each student should be under the supervision of a member of the staff.
4. Staff should report all dangerous conditions so that the principal may take steps to correct them. All such reports should be acted upon immediately.
5. Appropriate warning signs should be posted in shops, parking areas, and other potentially dangerous places.
6. All field trips must be approved by the principal. If there are any questions concerning the trip, the principal should investigate the matter and either disapprove the trip or impose appropriate limitations. Only students whose parents have signed permission slips will be permitted to go on the trip. The slip should indicate an acknowledgment by the parents of the nature of the trip and the time supervision of students will end.

Avoiding Tort

A number of tort cases have been reviewed, some of which resulted in serious consequences. Liability might have been avoided if a few simple guidelines had been followed.

1. An extraordinary standard of care shall be given to students at all times.
2. Principals need to publicize standards of care that teachers should use with their students, and principals must monitor teacher implementation of these standards.
3. Teachers should be at their assigned places on time and should stay there. Teachers and other staff members must take care to be outside for their assigned duty on time and prior to the children beginning recess. Teachers are responsible for supervision when students are in their classrooms and when their class is transitioning between areas in the building
4. Principals and teachers should be able to foresee the dangers in certain student games and should inform students about the dangers, ending the games immediately.

Hold Harmless

Iowa is one of the ten states which have "hold harmless" laws. Our statute, which is Chapter 613A in the Iowa Code, requires the school board to defend you "against any tort claim or demand, whether groundless or otherwise, arising out of an alleged act or omission occurring within the scope of your employment or duties".

A tort as defined in the law means "every civil wrong which results in wrongful death or injury to person or injury to property or injury to personal or property rights and includes but is not restricted to actions based upon negligence; error or omission; nuisance; breach of duty, whether statutory or other duty or denial or impairment of any right under any constitutional provision, statute or rule of law".

The school board is not required to defend you in cases of malfeasance in office, willful or wanton neglect of duty, or willful and authorized injury to persons or property.

SUPPLIES AND MATERIALS

Teachers are responsible for all supplies, equipment, etc., handled through their classes or activities. It is their responsibility to see that equipment loaned to students is returned or inform the district of the students owing for the equipment/books. Requisitions for supplies are available in the office.

TEACHER PLANNING and PREPARATION FOR A SUBSTITUTE

Substitute teachers should receive a copy of the following: Clear concise lesson plans. All books needed for the day should be listed with page numbers. Project work should be described so substitutes may proceed. Any additional information that you could send to school would be extremely helpful.

The following should be placed in the front of your lesson plan book or in a folder that is accessible to the substitute:

- | | |
|---|--------------------------------------|
| *Student list for each class | *Supervision duties |
| *Daily schedule | *Fire and tornado drill procedures |
| *Location of materials, manuals, etc. | *Possible activities if time permits |
| *Bus information | *Seating chart |
| *List of any children that have severe physical or emotional problems | |

At the beginning of the year, please discuss with your students, your expectations for days when a substitute teacher is there. Please review with the students that their behavior and attitude should be the same with a substitute as it is with the regular teachers.

If you are dissatisfied with the job your substitute has done, please specify the nature of your concern to the building principal immediately upon your return.

TEACHER OBSERVATIONS

The principals are expected by the Superintendent and the Board of Education to carry out a program of supervision and evaluation in the schools. As a result, teachers should expect a visit from the principal at any time. Some of these visits will be announced in advance and others will be at unspecified times. Every effort will be made to keep from disrupting a class in session. Teachers should feel free to request the principal's presence for a class of particular interest.

TEXTBOOKS

Textbook assignment sheets are to be filled out and returned to the principal's office in September. The book number should be recorded for each student for each assigned book as well as the condition of the book.

USE OF SCHOOL VEHICLES

The regular transportation of Maquoketa Valley students is handled through established bus routes. Staff members requesting a school van or car should email the building and grounds supervisor. Staff members needing to schedule a bus should work with Cheryl. Anyone using a school car will need to complete the logbook as to time, distance, etc. School car users will return the keys and log book to the director of building and grounds and see that the interior of the car is clean. Report any maintenance or repairs needed to the building and grounds supervisor. In the event a school-owned vehicle is involved in an accident, the driver

must complete an accident report and submit it to the Department of Transportation in Des Moines. Cheryl will help you with this report. School-owned vehicles are for school use only and not for personal use.

VISITORS

All visitors/volunteers are asked to report directly to the principal's office prior to contacting any employee or student during school hours to sign in and pick up an identification badge.

THE WILDCAT WAY

The Maquoketa Valley School District is implementing "The Wildcat Way" through our guidance program. The purpose of the program is to provide structure in developing a more cohesive community of learners who respect and value each other. The success of this program is dependent upon a network of involvement including students, parents, staff and community members working together.

Please Note: The following list of expectations is designed to help staff increase consistency while supervising common areas, and to provide teachers with a basis for teaching and reteaching responsible behavior. Given the complexity of expectations, students should not be asked to memorize or verbalize these expectations.

Purpose/ Mission: Maquoketa Valley's purpose is to create a positive environment for students and staff with a proactive approach to academic and behavior expectations.

Behavior Expectations Chart

	Respectful Be kind and considerate to others and property	Responsible Follow directions and do your best	Safe Do no harm
Classroom	<ul style="list-style-type: none"> Voice level 0 - 2 Use kind and appropriate language Have a positive attitude Be a good listener Treat others with kindness 	<ul style="list-style-type: none"> Follow classroom expectation Be ready to learn Participate in class Give your best effort Follow directions Turn off all personal technology Be on time Bring materials to class Complete homework Ask for help when appropriate Keep your area organized Use time effectively 	<ul style="list-style-type: none"> Keep hands & feet to self Use supplies & equipment correctly Keep all chair legs on the ground Walk
Hallway	<ul style="list-style-type: none"> Voice level: 0 or 1 Use kind and appropriate language Greet others with a smile or hello Stay in your personal space 	<ul style="list-style-type: none"> Move with a purpose to my destination Keep hallways clean I will use my locker/coat rack appropriately. 	<ul style="list-style-type: none"> Keep hands and feet to self Use the stairs appropriately Walk
Drinking Fountain	<ul style="list-style-type: none"> Voice level 0 or 1 Stand in a single file line Wait patiently for your turn Use kind and appropriate language Be courteous of others. 	<ul style="list-style-type: none"> Return to classroom quickly 	<ul style="list-style-type: none"> Keep hands and feet to self Keep your mouth off the fountain
Restrooms	<ul style="list-style-type: none"> Voice level: 0 or 1 Respect others' privacy Respect property Wait your turn Use kind and appropriate language 	<ul style="list-style-type: none"> Keep school supplies out of the restroom Remember your purpose Flush Clean up paper towels Return to class quickly 	<ul style="list-style-type: none"> Wash hands Keep hands and feet to self Keep water in sink Report problems to an adult

Lunchroom	<ul style="list-style-type: none"> Voice level 0 - 2 Use kind and appropriate language Use good manners Respect others' personal space Be kind to others 	<ul style="list-style-type: none"> Wait your turn patiently Eat your own food Clean up after yourself 	<ul style="list-style-type: none"> Keep hands & feet to self Stay seated Treat food and utensils appropriately Walk
Classroom	<ul style="list-style-type: none"> Voice level 0 - 2 Use kind and appropriate language Have a positive attitude Be a good listener Treat others with kindness 	<ul style="list-style-type: none"> Follow classroom expectation Be ready to learn Participate in class Give your best effort Follow directions Turn off all personal technology Be on time Bring materials to class Complete homework Ask for help when appropriate Keep your area organized Use time effectively 	<ul style="list-style-type: none"> Keep hands & feet to self Use supplies & equipment correctly Keep all chair legs on the ground Walk
Playground	<ul style="list-style-type: none"> Use kind, encouraging, and appropriate language Include everyone Play fairly Follow game rules Take turns and share Be a good sport 	<ul style="list-style-type: none"> Follow adult directions Be a problem solver Collect personal belongings before going inside Enter the building quietly when the signal is given Return playground equipment 	<ul style="list-style-type: none"> Dress appropriately for the weather Follow playground rules Use equipment safely and appropriately Keep hands and feet to self Stay within boundaries Tell an adult if you see an unsafe choice
Library	<ul style="list-style-type: none"> Voice level 0 or 1 Use kind and appropriate language Treat others & property respectfully Follow adult directions. 	<ul style="list-style-type: none"> Choose "good fit books" Keep books in good condition Return your books on time Keep the library neat & clean 	<ul style="list-style-type: none"> Keep hands & feet to self Walk
Before/After School Location	<ul style="list-style-type: none"> Voice level: 0 - 2 Use kind and appropriate language Remove hats/hoods Greet others with a smile or hello Treat all property with care 	<ul style="list-style-type: none"> Report to your designated area Clean up your space 	<ul style="list-style-type: none"> Keep hands and feet to self Carry bags appropriately
Bus	<ul style="list-style-type: none"> Voice level 0 - 2 Greet bus drivers Use kind and appropriate language Respect others' personal space and property 	<ul style="list-style-type: none"> Obey bus rules Listen to and follow directions Keep track of personal items After exiting the bus, go to your destination 	<ul style="list-style-type: none"> Follow safety rules: Enter the bus one at a time Stay seated (back to back, seat to seat, feet on floor) Avoid distracting the driver Keep hands and feet to self Stay in your personal space Get on and off the bus carefully
Assembly/Auditorium	<ul style="list-style-type: none"> Voice level 0 or 1 Use kind and appropriate language Be a good listener Use appropriate applause Respect property of others 	<ul style="list-style-type: none"> Clean up after yourself 	<ul style="list-style-type: none"> Stay in your spot Keep hands & feet to self Walk
Emergencies/Drills	<ul style="list-style-type: none"> Voice level 0 Listen to & obey adults 	<ul style="list-style-type: none"> Be serious Follow directions carefully 	<ul style="list-style-type: none"> Stay in my spot Keep hands & feet to self Walk
All Settings (Includes study hall and computer lab)	<ul style="list-style-type: none"> Voice level 0 - 3 Use kind and appropriate language Respect everyone Respect all school & personal property 	<ul style="list-style-type: none"> Follow school expectations Follow directions Be on time Give your best effort Keep all areas of the school neat, clean, and litter free Use time effectively Turn off all personal technology 	<ul style="list-style-type: none"> Keep hands & feet to self Report any issues/problems to an adult



1. Respect all people and their property.
2. Follow directions the first time given.
3. Treat others the way we want to be treated.
4. Take responsibility for our actions.
5. Do our best in all we do.

**Maquoketa Valley Elementary
Bullying Behavior Expectations**

We will not bully others.

We will help students who are bullied.

We will include students who are left out.

We will tell an adult at school and an adult at home if we know that somebody is being bullied.

Do No Harm!

ELEMENTARY CURRICULUM

Pre-School, Junior Kindergarten and Kindergarten Program

A pre-school, junior kindergarten and kindergarten teacher shall be certified. The kindergarten program shall include experiences designed to develop social-emotional development; physical development; language development; early literacy; early mathematics; science; technology; creative expression; health and safety; social studies.

Grades One Through Five

The following shall be taught in grades one through five: English-language arts, social studies, mathematics, science, visual art, music, health, physical education, and traffic safety. The Iowa Core state standards will be used.

• **English-Language Arts.** Literacy instruction includes the following:

- Reading (foundational skills, growth of comprehension in informational and literary text)
- Writing (handwriting and spelling; variety of text types, responding to learning and research)
- Language (conventions, effective use and vocabulary)
- Speaking and Listening (flexible communication and collaboration)

• **Social Studies.** inquiry and informational literacy skills will be included and instruction will focus on the grade-level themes outlined in the Iowa Core state standards. Social studies instruction shall address the following areas:

- Behavioral sciences
- Civics/government
- Economics
- Financial literacy
- Geography
- History (including Iowa history)

• **Mathematics.** Mathematics instruction shall include the standards for mathematical practice and the standards for mathematical content including the critical areas defined for each grade level.

- Counting and cardinality (kindergarten only)
- Operations and algebraic thinking
- Number and operations in base ten
- Number and operations - fractions (grades 3+)
- Measurement and data
- Geometry

• **Science.** Science instruction shall include life, earth, and physical science. It shall incorporate the following:

- Science and engineering practices
- Disciplinary core ideas
- Crosscutting concepts

• **Visual Art and Music.** Instruction will include creating, performing/presenting/producing, responding, and connecting.

• **Health.** Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance use and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; emotional and social health; health resources; and prevention and control of disease, including characteristics of communicable diseases.

• **Physical Education.** Physical education instruction shall include motor skills and movement patterns; health-enhancing physical activity and fitness; responsible and respectful personal and social behavior.

• **Traffic Safety.** Traffic safety instruction shall include pedestrian safety; bicycle safety; auto passenger safety; school bus passenger safety; seat belt use; substance education; and the application of legal responsibility and risk management to these concepts.

• **Library Science.** Students will also receive instruction in all facets of library science appropriate to their needs and developmental level.

• **Guidance Skills.** Students will receive whole group instruction in a program of age appropriate guidance activities.

• **Citizenship Skills.** Students will receive whole group instruction that focuses on citizenship qualities in a program of age/grade appropriate activities.

• **Talented and Gifted.** Those students who are identified as meeting the criteria will receive instruction in an appropriate Talented and Gifted Program.

Maquoketa Valley Discipline Response

If a behavior is unwanted, repeated, aggressive, includes an imbalance of power, places the student in reasonable fear of harm, has a substantially detrimental effect on their physical/mental health, substantially interferes with student's academic performance or their ability to participate in school activities, bullying and harassment investigation procedures will be followed and appropriate remedial and/or disciplinary actions taken.

**** Administration has the right to modify the level of consequence due to student action/behavior. Individual plans for students may be considered for severe or repeated incidences.**

Bus Misconduct	1st Step:	2nd Step:	3rd Step:	4th Step
	<p>Complete Office Discipline Referral Sheet. Send a copy home.</p> <p>Administrator, behavior strategist and driver contact parent</p>	<p>Complete Office Discipline Referral Sheet. Send a copy home.</p> <p>Administrator or behavior strategist contact parent</p> <p>Assigned seat on the bus for 2 weeks</p>	<p>Complete Office Discipline Referral Sheet. Send a copy home.</p> <p>Administrator or behavior strategist contact parent</p> <p>Assigned seat on the bus for 3 weeks</p>	<p>Complete Office Discipline Referral Sheet. Send a copy home.</p> <p>Administrator or behavior strategist contact parent</p> <p>Loss of bus privileges for one week</p>

Disruptive Actions	1st Step:	2nd Step:	3rd Step:	4th Step
<p>Minor: Distracting noises, blurting, roaming</p>	<p>Staff Handled: Verbal reminder of Wildcat Way expectations.</p>	<p>Staff Handled: Formal redirect; explicit reteaching outside of class time</p>	<p>Staff issues repeated minor office referral, communicates with parents.</p> <p>Behavior strategist or administrator follows up with student.</p>	<p>Complete Office Discipline Referral Sheet & send home.</p> <p>Conference with administrator or behavior strategist followed by communication with parent</p> <p>Additional consequences issued: quiet lunch, detention</p>
<p>Major: Throwing objects to cause harm, noises/blurting to the point where instruction needs to stop, refusal to comply with dress code, threatening or unsafe action, public displays of affection</p>	<p>Complete Office Discipline Referral Sheet & send home.</p> <p>Conference with administrator or behavior strategist followed by communication with parent.</p> <p>Consider restorative action</p>	<p>Complete Office Discipline Referral Sheet & send home.</p> <p>Conference with administrator or behavior strategist followed by communication with parent</p> <p>Additional consequence: quiet lunch, consider restorative action</p>	<p>Complete Office Discipline Referral Sheet & send home.</p> <p>Conference with administrator or behavior strategist followed by communication with parent</p> <p>Additional consequence: detention, consider restorative action</p>	<p>Complete Office Discipline Referral Sheet & send home.</p> <p>Conference with administrator or behavior strategist followed by communication with parent</p> <p>Additional consequence: in-school suspension</p> <p>Parent meeting</p>

Defiance, disrespect, noncompliance	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: Walking away from teacher when being spoken to, unresponsive even after cool down, yelling, refusing to follow directions, leaving room without permission, hiding/crawling under furniture to avoid situation, lying	Staff Handled: Verbal reminder of Wildcat Way expectations.	Staff Handled: Formal redirect; explicit reteaching outside of class time	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student.	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequences issued: Quiet Lunch Detention
Major: Complete refusal to follow expectations	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent. Consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: quiet lunch, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: detention, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: in-school suspension Parent meeting

Attending Class	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: tardy	Conference with staff Recorded in office	Conference with staff Recorded in office Quiet lunch	Conference with staff Recorded in office 3 days of quiet lunch	Conference with staff Recorded in office Detention
Major: leaving school without permission, skipping class	Complete Office Discipline Referral Sheet. Send a copy home. Detention Parents notified	Complete Office Discipline Referral Sheet. Send a copy home. 1 Day In-School Suspension Parent Notified	Complete Office Discipline Referral Sheet. Send a copy home. 2 Day In-School Suspension Parent Notified.	Complete Office Discipline Referral Sheet. Send a copy home. 3 Day In-School Suspension Parent Notified

Inappropriate Technology Use	1st Step:	2nd Step:	3rd Step:	4th Step
Not following cell phone use policy	Held in office. Student picks up at the end of the school day. Conference with administrator or behavior strategist on policy	Held in office. Student picks up at the end of the school day. Conference with administrator or behavior strategist Parents notified and pick up the phone	Held in office during day for 1 week; student responsibility to bring in/pick up each day Conference with administrator or behavior strategist Parents notified	Held in office during day for remainder of the year; student responsibility to bring in/pick up each day Conference with administrator or behavior strategist Parents notified
Minor: Inappropriate use of technology devices -- playing games, off-task use of technology, etc.	Staff Handled: Verbal reminder of Wildcat Way expectations.	Staff Handled: Formal redirect; explicit reteaching outside of class time	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student.	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequences issued: Quiet Lunch Detention
Major: Inappropriate use of technology devices -- inappropriate sites, pictures, impersonating someone or accessing their accounts, etc.	Complete Office Discipline Referral Sheet. Send a copy home. Communicate with parent. Conference with administrator or behavior strategist One week ban on technology Multiple days of quiet lunch	Complete Office Discipline Referral Sheet. Send a copy home. Communicate with parent. Conference with administrator or behavior strategist Two week ban on technology Detention	Complete Office Discipline Referral Sheet. Send a copy home. Communicate with parent. Conference with administrator or behavior strategist Three week ban on technology Immediate suspension (plus)	Complete Office Discipline Referral Sheet. Send a copy home. Communicate with parent. Conference with administrator or behavior strategist Permanent ban on technology Immediate suspension (plus)

Possession or Under the Influence of Illegal Substance	1st Step:	2nd Step:	3rd Step:	4th Step
Major:	Immediate Plus One-Day Suspension Parent Conference Law Enforcement Notified	Immediate Plus Two-Day Suspension Parent Conference Law Enforcement Notified	Immediate Plus Three-Day Suspension Parent Conference Law Enforcement Notified	Possible Expulsion Law Enforcement Notified

Vandalism	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: making marks on school property, making mess in school area, misusing property	Staff Handled: Verbal reminder of Wildcat Way expectations. Communicate with Parents Consider restorative action	Staff Handled: Formal redirect; explicit reteaching outside of class time. Communicates with parents. Consider restorative action Quiet Lunch	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student. Consider restorative action Quiet Lunch Detention	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Consider restorative action Quiet Lunch Detention
Major: Intentionally damaging or breaking school property, permanently defacing, going to bathroom in inappropriate area	Complete Office Discipline Referral Sheet. Send a copy home. Administrator calls parent. Additional consequences: Quiet lunch Detention Possible Law Enforcement Return or Reimbursement Costs	Complete Office Discipline Referral Sheet. Send a copy home. Administrator calls parent. Additional consequences: Detention Suspension Possible Law Enforcement Return or Reimbursement Costs	Complete Office Discipline Referral Sheet. Send a copy home. Administrator calls parent. Immediate In-School Suspension (plus) Possible Law Enforcement	Complete Office Discipline Referral Sheet. Send a copy home. Administrator calls parent. Immediate In-School Suspension (plus) Possible Law Enforcement

Inappropriate Use of Emergency Alarms	1st Step:	2nd Step:	3rd Step:	
Major:	Immediate Plus One-Day Suspension Parent Conference Law Enforcement Notified	Immediate Plus Three-Day Suspension Parent Conference Law Enforcement Notified	Possible expulsion	

Assault on Student or Staff	1st Step:	2nd Step:
Major: One-sided physically violent attack	Immediate Plus 3 Day Suspension Administrator calls parent	Immediate Plus 3-10 Day Suspension Parent Conference

Theft	1st Step:	2nd Step:	3rd Step:	4th Step
Major: Taking someone else's property; refusing to return borrowed item after adult intervention	<p>Complete Office Discipline Referral Sheet. Send a copy home.</p> <p>Administrator calls parent.</p> <p>Additional consequences: Quiet lunch Detention Possible Law Enforcement</p> <p>Return or Reimbursement Costs</p>	<p>Complete Office Discipline Referral Sheet. Send a copy home.</p> <p>Administrator calls parent.</p> <p>Additional consequences: Detention Suspension Possible Law Enforcement</p> <p>Return or Reimbursement Costs</p>	<p>Complete Office Discipline Referral Sheet. Send a copy home.</p> <p>Administrator calls parent.</p> <p>Immediate In-School Suspension (plus)</p> <p>Possible Law Enforcement</p>	<p>Complete Office Discipline Referral Sheet. Send a copy home.</p> <p>Administrator calls parent.</p> <p>Immediate In-School Suspension (plus)</p> <p>Possible Law Enforcement</p>

Cheating/Forgery	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: Copying from someone else's work	<p>Staff Handled: Verbal reminder of Wildcat Way expectations. Communicate with Parents</p> <p>Complete assignment</p>	<p>Staff Handled: Formal redirect; explicit reteaching outside of class time. Communicates with parents.</p> <p>Complete assignment</p> <p>Quiet Lunch</p>	<p>Staff issues repeated minor office referral, communicates with parents.</p> <p>Behavior strategist or administrator follows up with student.</p> <p>Complete assignment</p> <p>Quiet Lunch Detention</p>	<p>Complete Office Discipline Referral Sheet & send home.</p> <p>Conference with administrator or behavior strategist followed by communication with parent</p> <p>Complete assignment</p> <p>Quiet Lunch Detention</p>
Major: Forging someone else's signature, plagiarism	<p>Complete Office Discipline Referral Sheet & send home.</p> <p>Conference with administrator or behavior strategist followed by communication with parent.</p> <p>Quiet lunch until assignment is completed</p> <p>Consider restorative action</p> <p>Complete assignment</p>	<p>Complete Office Discipline Referral Sheet & send home.</p> <p>Conference with administrator or behavior strategist followed by communication with parent</p> <p>Complete assignment</p> <p>Additional consequence: quiet lunch, consider restorative action</p> <p>Complete assignment</p>	<p>Complete Office Discipline Referral Sheet & send home.</p> <p>Conference with administrator or behavior strategist followed by communication with parent</p> <p>Additional consequence: detention</p> <p>Consider restorative action</p> <p>Complete assignment</p>	<p>Complete Office Discipline Referral Sheet & send home.</p> <p>Conference with administrator or behavior strategist followed by communication with parent</p> <p>Additional consequence: in-school suspension</p> <p>Parent meeting</p> <p>Complete assignment</p>

Inappropriate (racial or ethnic slurs, sexual terms) or harassing language, profanity, gestures & actions in person or via SOCIAL MEDIA:	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: Name calling, slip of tongue, sound-alike curse words, <u>not</u> directed at an individual, intentionally blocking someone's path	Staff Handled: Verbal reminder of Wildcat Way expectations.	Staff Handled: Formal redirect; explicit reteaching outside of class time	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student.	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequences issued: Quiet Lunch +Detention
Major: Repeated use, directed at a peer , or threatening harm/injury, invading someone's privacy, ostracism (starting rumors, telling others not to be friends with someone, actions that would cause someone to be without friends), inappropriate touching, exposing privates,	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent. Consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: detention, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: in-school suspension, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: immediate in-school suspension (plus 1-3 days additional suspension); may lead to possible expulsion Parent meeting
Major: Repeated use, directed at adult , or threatening harm/injury	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: immediate suspension, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: in-school suspension plus 1 day, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: immediate in-school suspension (plus 1-3 days additional suspension) Parent meeting	

Physical Altercations	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: Play fighting, pushing in line, bumping intentionally, throwing object with no intended target	Staff Handled: Verbal reminder of Wildcat Way expectations.	Staff Handled: Formal redirect; explicit reteaching outside of class time	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student.	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequences issued: Quiet Lunch Detention
Unintentional Major: Physically aggressive behavior such as hitting, pushing, grabbing, slapping that is not intended to cause harm	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent. Consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: quiet lunch, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: detention, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: in-school suspension Parent meeting
Intentional Major: Hitting, pushing, slapping, grabbing, punching, kicking that is intentional and/or does injure others	Complete Office Discipline Referral Sheet & send home Conference with administrator or behavior strategist followed by communication with parent Immediate Plus One-Day Suspension	Complete Office Discipline Referral Sheet & send home Conference with administrator or behavior strategist followed by communication with parent Immediate Plus Two-Day Suspension	Complete Office Discipline Referral Sheet & send home Conference with administrator or behavior strategist Administrator conference with parent Immediate Plus 3-5 Day Suspension	Student in suspension until plan is developed

Weapons	1st Step:	2nd Step:	3rd Step:	4th Step
Use or possession of water guns and look-alike weapons	Immediate suspension plus 1 day Parent Notified	Immediate suspension plus 2 day Parent Notified	Immediate suspension plus 3 day Parent Notified	Possible expulsion Parent Notified
Use or possession of item identified or used as a weapon	Immediate suspension plus 1 day Parent Notified	Immediate suspension plus 3 day Parent Notified	Immediate suspension plus 5 day Parent Notified	Possible expulsion Parent Notified

WILDCAT WAY PROFESSIONAL COMMITMENTS: Every Child, Every Day

Goal #1: It's about the learning!

- Our learning goals will be clear and align with instructional activities that focus on essential standards.
- We will engage students in purposeful learning activities.
- We will develop scaffolded lessons that are relevant and lead to critical thinking skills.
- We will monitor each student's learning on a timely basis through the use of formative assessments.
- We will utilize all available resources (student groupings, interventions, AEA specialists) as appropriate to ensure that all student educational needs are met.

Goal #2: It's about collaboration!

- Team members will follow team-created norms. If team members do not follow agreed-upon norms, it needs to be discussed as a team. If it remains a problem, the concern needs to be brought to the attention of the team's supporting administrator.
- We will use PLC time to focus on discussing the critical questions of learning and developing products related to them.
- We will work professionally with our team and supporting administrator. We will listen and clarify, challenge one another, candidly discuss ideas, and be receptive to constructive feedback.
- We will work collaboratively with colleagues, parents, and students for the benefit of our students. We will openly share, listen to, and discuss ideas and information to promote the success of our students.

Goal #3: It's a focus on results!

- We will analyze evidence of student learning to adjust our instruction.
- We will analyze the effectiveness of our instructional practices and strive to learn about and implement the most effective practices.
- We will identify strengths and weaknesses in student learning, identify students who need additional time and support or enrichment, and together monitor student progress to target effective interventions as needed.

General Expectations as a Professional:

- We will work together to keep classrooms, hallways, and offices clean and organized to create a positive learning environment.
- We will present and conduct ourselves in a professional manner that reflects positively on the district.
- We will address inappropriate behavior by students or staff in a timely and professional manner.
- We will immediately confront any student or adult who bullies or harasses. We will refrain from behavior, actions, or language constituting workplace bullying/harassment.
- We will address difficult issues professionally for the betterment of our students, staff, and district.
- We will promote a positive culture by engaging in solution-based conversations regarding our colleagues, students, or parents.
- We will be on time for meetings and class, be actively involved, and professionally voice recommendations, opinions, and concerns.