



Iveland Staff Handbook 2021-2022

Vision

At Iveland Elementary, parents, staff and community members work collaboratively to provide a safe, student centered learning environment where all students' social, emotional and academic needs are met.

We are a community who strives to develop respectful, responsible, cooperative, peaceful and positive children who can problem solve and effectively contribute to society.

Mission

The Iveland community meets the needs of the whole-child through positive, loving relationships, high expectations, and engaging learning opportunities that lead to college and career readiness for every student, every day.

Motto

Together We Can, Together We Will!

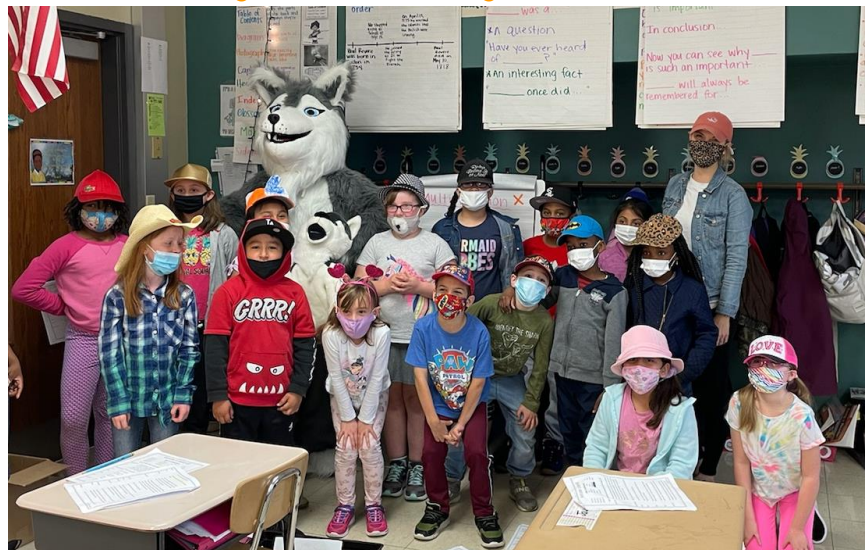


Table of Contents

- Policies (Alphabetical Order).....3
- Response to Intervention (Academic Supports).....18
- Response to Intervention (Behavioral Supports).....22
- Roles and Responsibilities.....27

Policies

Absences

Students -

Attendance no later than 8:50. Attendance is a safety issue for students. Please make this a top priority.

If a student enters your classroom after 8:50 without a pass please contact the office immediately.

Please do not allow early release of students directly from your classroom. Only the office can allow an early dismissal. This includes special days such as field trip days and field day.

After a student has been absent 3 consecutive days, please call the family to see how you might assist in getting the student to school. Please record any conversations in the parent log portion of Tyler.

Staff -

When you need to be absent, please call or text Amanda at either (314) 494-1247 or (314) 458-8357.

Please enter your absence in www.aesoponline.com . The sooner you enter your request, the greater the likelihood that your classroom will be covered by a substitute teacher. It can create a hardship on your teammates and students when you are out and we cannot obtain coverage. Please be thoughtful about your absences, and entering them into aesop in a timely manner.

It is the responsibility of the absent staff member to create lesson plans. Please place these lesson plans in the guest teacher folder of the Iveland Staff 2021-2022 Google Drive. Emergency lesson plans should be located in the grade level folder on our Iveland site. 5 days of emergency plans must be present. Should you choose to have alternate lessons than what is in the grade level folder, they must be provided prior to 8:10 on your day of absence. Please see "Guest Teacher" below for more information.

If your absence requires you to miss a duty, please make plans to have your duty covered.

If you need to leave early on a particular day, please see administration. Early dismissals will be granted on a case by case basis.

Accidents (Student)

Teachers shall report to the office immediately any accident to any student under the teacher's direct supervision so that parents and medical assistance may be secured, if deemed necessary. Any student with a severe injury, head injury or eye injury should not be moved and the nurse should be contacted. The teacher shall also be responsible for submitting an Accident Report to the office not more than 24 hours after the occurrence of the injury.

Nurse:

For head injuries and other injuries that require intensive or unique medical attention, please do the following:

1. Make contact with parents the same day of the injury.
2. Inform the teacher and administration
3. Follow-up with the teacher, administration, counselor, specialists, etc on how to care for the student

Accidents (Staff)

Staff must complete the Emergency Contact form on Google Forms prior to August 25, 2021

All staff shall report school falls, injuries, etc. to the nurse and then to administration. A form must be completed to receive no additional care or to receive care later on. If medical follow-up is required, the staff person must go to BJC with prior personnel notification. Do not go to your own doctor or hospital. This is for insurance documentation with Workers' Compensation.

Announcements

We will continue the process of video announcements. The teacher can show the announcements at a point in time that is convenient for their class. Please actively participate in announcements (ie model doing the Pledge of Allegiance and breathing exercises with your students)

Arrival

- Students may enter the building between 8:15 and 8:40 a.m. After 8:40, students will be considered tardy.
- There is no supervision for students prior to 8:15 a.m. Students will not be able to enter the building.
- Students who are arriving by car should be dropped off in the back of the building via the south driveway. The car rider line will operate until 8:40 a.m. when students are considered tardy. Parents must walk their child into the office if they are tardy.
- The bus line is in the front of the building. Bus riders enter through the front door only. Only students who are eligible to ride the bus may ride the bus. The school office can inform what addresses are eligible.
- Walkers may enter the front door of the building with the bus riders or the back of the building with the car riders.
- Please see the duty schedule and duty description to know the expectations of supporting arrival.

Assessments

Benchmark assessment windows are listed on the Google Iveland 21-22 calendar. The Assistant Principal serves as Building Testing Coordinator. Please look in your email to see updates as testing window dates occur. Benchmark data will be shared at PLCs and should be brought for individual students to SST and/or SSD meetings.

Formative assessments should also be a part of your regular instruction. Formative assessments should guide your instruction. Examples of formative assessments may include running records, exit slips, checklists, rubrics...

This year, we will be taking Evaluate on a monthly basis on scheduled testing days, instead of having testing windows. The following reasons for this include:

- We can send building-wide communication to all families to know when testing will occur.
- The testing environment will more closely resemble what students will be expected to participate in during state MAP testing.
- We can consolidate resources to support testing on particular days to create more space for instruction.
- We can reduce the time we focus each month as a building on assessment.

Bicycles

Only students in fourth and fifth grade may ride their bikes to school. Students **MUST** wear a helmet according to city ordinances. Once a bike rider reaches the campus, he/she must dismount and walk his/her bike to the rack. The opposite procedure is to be followed when leaving at the end of the day. **Please discuss this with your class (fourth and fifth grade teachers.)**

Building Security System

Access cards will be distributed to each staff member. They are specific to you, and are to be worn behind your Ritenour ID badge. You will use this to gain entry into the building during the day.

ALL exterior doors will be locked and must remain closed. This includes the door to the ramp. Students should not be able to access entrance through this door and it should not be propped open. This is a safety violation.

Instructional staff will have access to the building from 6:00 a.m. to 10:00 p.m. A separate building intruder alarm will be armed at all other times.

Do not give your access card to anyone, including students. If your card is lost, notify the office immediately. There is a \$5 replacement fee for lost or damaged access cards

Bulletin Boards

Each grade level is assigned 2 bulletin boards. One bulletin board is to highlight data and student progress. The other board should be dedicated to celebrating students.

In addition, some specialists have also been assigned a bulletin board. Bulletin board assignments are as follows:

Bottom floor:

- Interventionists have the bulletin board in cafe.
- The other two boards are for first grade.

Middle floor:

- Art is assigned bulletin board by art room.
- PBIS has large bulletin board by bathrooms
- Iveland administration will be in charge of other large bulletin board across from bathrooms
- 5th grade has 2 boards
- KDG has 2 boards
- Volunteer needed for final board

Top floor

- 2nd grade has 2 boards
- 3rd grade has 2 boards
- 4th grade has 2 boards.

Cadres

Iveland has 3 cadres which will oversee the work that goes on to support the school organization outside the classroom. Every staff member is expected to support the work of the cadre to which they belong. Meeting times and assignment of tasks will be agreed upon by cadre members as long as they support the goals and objectives of the cadre.

Cafeteria Procedures / Recess

Breakfast

- Students will go straight to classrooms and eat breakfast in the classrooms. A Grab and Go style breakfast will be in rooms waiting for students. Restrooms will be closed during arrival time.

Lunch

- Classrooms of students will be assigned tables to eat at in the cafeteria for lunch.
- Students should report directly to the table where they will eat lunch.
- Cafeteria supervisors will dismiss one table at a time to proceed to the cafeteria line to get their food.
- There will be two entree choices offered for lunch. Students should proceed to the line which has their choice of entree for the day.

Recess

- Students will have two recesses. One immediately before lunch and one at an assigned grade level time.
- Lunch Supervisors will take students outside to recess during the lunch recess. Classroom teachers will meet duty teachers outside promptly. Please be on time to relieve the lunch supervisor.

- Grade level recess will be supervised by the classroom teacher.
- The announcement will be made from the office of when we will need to have indoor recess. Recess will be indoors if there is precipitation occurring or if the wind chill is below 20 degrees Fahrenheit. There may be other days at the principal's discretion where the office will make an announcement for indoor recess depending on certain weather conditions or situations.
- No students' recess should be withheld during the lunch recess. Please consider the frequency in taking a student's recess. Recess benefits students in several ways. It promotes a healthy lifestyle, allows students a brain break, promotes socialization and has been shown to promote learning in the long run. If you do need to take a portion of a student's recess, it is up to the person denying the recess to be sure that the student is supervised. Please make arrangements in advance.

Cell Phones

Students-

Cell phones should not be visible at Iveland School. If a student is found to have a cell phone out or it is causing a disruption within a backpack please do the following:

1. Place the cell phone in a securely locked drawer/cabinet.
2. Notify the child's parent the same day.
3. Make arrangements for the return of the phone after learning time

Staff-

All staff members are to have their cell phones out of sight during school hours, unless they are using the phone for education purposes. Please refrain from using your cell phone during school hours, staff meetings, and/or school related events/meetings. We do understand that there are some emergencies, if that is the case, please notify administration of your need to have your cell phone out.

Classroom Environment:

The classroom's environment impacts instruction, behavior, and the student's well being as well as your personal well being. When setting up your classroom, please keep the following expectations in mind:

- Spaces should be organized and clean; please refrain from clutter
- Whole Group area
- Space and routines for small-group instruction - More information forthcoming about proper social distancing
- Space and routines for classroom library
- Meaningful vocabulary walls with room to grow as the unit or school year progresses
- Space to display students' work (gallery)
- Anchor charts (created by you and your students)
- Space for learning targets
- Space for your classroom expectations
- Calm corner

Communication

Administration -

Every week, administration will send to staff a weekly memo. Staff are expected to read the memo prior to the Monday morning start of school. Staff are responsible for the information shared in the memo.

Colleagues-

Staff is to work together as a team. Inevitably, differences will occur. Concerns are to be taken directly to the person for resolution. The next step if resolution cannot be reached between the two individuals and support is needed is to involve an administrator. An administrator should not be involved unless attempts at face to face communication break down or one or more of the people involved feels unsafe continuing the communications.

Parents-

Every teacher MUST communicate with parents weekly. There will be a common platform for all teachers. In Grades K-1, teachers will utilize Seesaw. In Grades 2-5, teachers will utilize Class Dojo.

In addition, the office will regularly communicate with parents via Facebook, Peach Jar, and Blackboard Connect (all calls and text). If there is information you want presented on one of these media, please let the administration know.

Please submit a copy of what you are sending home to an administrator, prior to distribution. K-2 communications will be edited by Ms. Larios-Bell, 3-5 will be edited by Mrs. Connelly.

Please do not go on Facebook during the school day. Parents see when you "Like" something or make a comment and we do not want to be doing that while students are in session.

E-Mail/Voice Mail/Mailboxes-

Please check your email and voicemail as often as possible. At least twice per day. Please check your mailbox in the morning and at the end of the school day. ***Due to confidentiality, students are not to pick up mail.***

Confidentiality

Confidentiality is of utmost importance in our profession. Please refrain from discussing students and their personal matters with your colleagues and/or other professionals who are not in need of this information. Please review board policy for any clarification. Students have the right to privacy where family issues, testing, diagnostics and all other information are concerned. Information should be discussed only among teachers and parents who work directly with that child. Individual students should never be discussed with parents other than their own. When discussing individual student concerns, staff should be professional, and should be in a location where other staff, parents and students cannot gain information.

Only biological parents and legal guardians have the right to information about a student. Do not discuss student progress/discipline with grandparents, friends, doctors, etc. without written permission.

Dismissal

- Dismissal begins at 3:35 p.m. You may leave rooms to transition to dismissal location at 3:30.
- Buses will dismiss out the front of the building.
- Teachers supervising in the gym, please model the behaviors we are asking of our students. Please refrain from having side conversations and monitor students.
- Walkers will be dismissed after the buses have left, and after a majority of the car traffic has left the campus. This is to ensure student safety as they walk home. Walkers can be dismissed from either the front of the building (Dyer walker) or the back of the building (Northfield walker).
- Latchkey prefers to be called YClub
- See dismissal duty schedule for more information on expectations

Donated Materials

Items donated through Donors Choose and other such programs are the property of the school, stewarded through the teacher. Please see Donors Choose policy which is in line with Ritenour's practices. <https://help.donorschoose.org/hc/en-us/articles/203139017-DonorsChoose-org-Materials-Ownership-Policy>

Dress Code (Students)

Students are encouraged to dress comfortably but in good taste. They should not wear clothing or accessories that are offensive or disruptive to the educational process. Gym shoes should be worn daily. Please see a school administrator or counselor, if there is any doubt of appropriateness. Refer to the District Policy. Hats are not to be worn within the school unless it is part of a spirit day.

Dress and Appearance – Ritenour Guidelines for Staff

It is very important for employees to look their best. Presenting a professional appearance, positive attitude and terrific customer service will earn the respect and reputation Ritenour deserves and should receive.

Field Trips and Special Events

Field trips and special events will be dependent on conditions at the time. More information will be forthcoming.

Grade Books and Report Cards

All staff should maintain records of student progress. An electronic gradebook template to use will be provided to teachers and discussed at PLC meetings. They will be turned in at the conclusion of the school year.

Parent reporting happens four (4) times a year. At semester, staff must complete a report card. These must be completed according to the published due dates so that cards can be reviewed, revised if needed, printed and signed. K-2 report cards will be due to the Assistant Principal. 3-5 Report Cards will be due to the Principal.

Progress reports will be sent home with all students at the end of first quarter. Progress reports are optional at third quarter, though mandated for any student where there is a concern.

Comments on report cards and progress reports should focus on academic progress. Comments should include details about the student's academic strengths and areas to focus on along with ideas of how to do that.

Guest Teacher Folders

All Guest Teacher Plans should be in our Google Drive. Each teacher will have a folder labeled with their name to place their guest teacher plans. Teachers should fill in the pieces specific to their classroom and turn into the Assistant Principal no later than September 3, 2021.

Guest Teacher folders would contain:

- A class list
- A class seating chart
- Schedule of the day
- Lesson plans for a 5 day period (Please have an emergency set available, but you can date a specific set of lessons for planned absences)
- Attendance Procedures
- Dismissal Routine
- Location of Emergency Plans
- Backup contingency plan
- Helpful Students
- Schedule for students receiving pull out services
- Staff Names who Can Assist
- Classroom Expectations
- Form for Guest Teacher to respond back

If emergency plans are used, those plans should be replenished within 48 hours. Information should be updated regularly and when any changes to schedules, seating charts, class lists... occur.

Busy work and worksheets should not become the major factor of your Guest Teacher folder. Please consider projects and/or activities that the students can work on as a part of your folder. Thank you for taking the time to assemble this information.

Hotline Call / Mandated Reporting

Missouri law requires school district personnel to report suspected child abuse and neglect to the Children's Division of the Department of Social Services. Child abuse is defined to be any

physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means. Neglect is defined as the failure to provide proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well-being.

If a mandatory reporter has reasonable cause to suspect that a child has been or may be subjected to abuse or neglect or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, a report must be made to Children's Division.

Reports to Children's Division must be made **immediately**. Please contact your administrator immediately and we will cover your classroom. The law requires immediate calls (immediately means that you cannot wait until lunch, plan time, or after-school). It is our responsibility to cover your class while you confer or make the phone call to Children's Division.

If the reporter confers with others, legislation stretches the obligation of being a mandated reporter to everyone who was conferred with/informed by the reporter. (In the past, once the reporter told administration, the nurse, or the counselor, the reporter was absolved from responsibility of reporting to Children's Division. This is no longer the case.) This means everyone conferred with, and the initial reporter, should make the hotline call together to meet the requirements of the law.

District policy also states that the principal should be notified of the call. Attached is the form to fill out when making the hotline call.

https://docs.google.com/document/d/1lp_ZGmQ2IFtQWHw7UOdubYMFKcCVkAIWZKoyiXpHk/edit

The form should be submitted to the principal. The principal will submit the form to the Assistant Superintendent Data, Intervention and Student Support.

Lesson Plans

All teaching staff are required to prepare lessons for students. It is your responsibility to upload your lesson plans weekly in your Google Folder in your Lesson Plan Google folder. We will use these for various purposes including sharing with district administration, preparing reports for the Board of Education and various other groups, and to support you in your evaluation process. As a part of the Performance Based Teacher Evaluation, we will look over your lesson plans together.

Medical Information

Teachers and administrators should receive a list of those students with medical concerns that may cause difficulty for the student in the classroom. This information will be distributed and updated by the school nurse annually and is strictly confidential. In our efforts to provide a safe environment at all times, please place any pertinent medical information in your guest teacher folder. Guest teachers need to be made aware of the information, but it should not be available to students.

The nurse will submit this information to staff by the end of the first full week of school when in-person learning is occurring each year.

Movies: Phases

We no longer have a license to watch movies at school. Showing a movie violates copyright infringement laws. Please do not create plans that involve watching movies.

Parent Volunteers

Volunteers will need to fill out a new background check form. This is a new form. There is a fee for parents requesting to have the background check completed.

Parking

Staff should plan to park on the South parking lot on the south side of the driveway or along the pinetrees by the blacktop on the northside of the building. There are also a few spaces on the north side of the building by the cafe windows. Staff should not park in front of the building.

Performance Based Teacher Evaluation (PBTE)

All certified Ritenour Staff members will participate in the PBTE process.

All certified Ritenour Staff must complete the Individual Personal Development Plan (PDP). Deadlines for completion will be published in our weekly memo and will be visible in the Talent Ed system. This plan reflects your goals and growth plan for the school year. You might think about aligning it to district, building or grade level goals to help better support you in your growth.

All probationary staff will be evaluated annually. Tenured staff are evaluated on a four year rotation cycle, with at least one observation each year. It is at the discretion of the principal should she want to conduct additional observations.

All 4 domains of the PBTE will be considered during observations.

Administrative walkthroughs, peer walkthroughs or mentor/mentee observations will also occur throughout the school year. These types of observation are not related to the PBTE process but are meant to help you grow professionally as well.

Permanent Records

Permanent student records are stored in the office in a fireproof file cabinet. The records are confidential and the following guidelines should be followed:

- Do not remove from office
- **The teacher reviewing the file must sign the yellow sign out sheet. (MSIP requirement).**
- Use information with discretion

- Student records are stored in the fire-resistant filing cabinet in the office. Records are confidential.
- If you need to remove a file, please sign the record out of the office, with the date, and notify the secretary.
- Files are to be kept within the school and not overnight in your classroom.
- Grades are to be maintained on dropped students that have been with us for more than 3 weeks of a quarter.

Only current IEPs should be kept in the permanent record.

Professional Learning Communities (PLC)

All classroom teachers will participate in a PLC on Wednesday. We will follow the district model for PLC implementation.

Reading Circle Certificate (State of Missouri)

Kindergarten	10
Grade 1	12
Grade 2	14
Grade 3	11 Fiction; 5 Non-fiction
Grade 4	12 Fiction; 6 Non-fiction
Grade 5	13 Fiction; 7 Non-fiction

Safe Schools Act

Safe Schools is legislation created to help keep schools safe. It involved many things, one of which is sharing district discipline plans with students and parents. The district and the school provided parents a handbook that included discipline plans and codes of conduct. Please familiarize yourself with these handbooks.

Safety/Health procedures

- Students taking medication must have a form that can be obtained in the nurse's office. All medications must be kept in the nurse's office.
- Every student traveling in the hall at **anytime must** have a hall pass. Nurse notes are considered hall passes.
- A schedule for **class** restroom breaks will be created by administration to help reduce the amount of individual breaks needed, and to ensure social distancing while in the building.
- **No child is to be kept after school without the consent of the parent and notification and consent of the principal.**
- **No child is to be sent home during the school day without the approval of the principal or nurse.**
- **DO NOT RELEASE a child to parents or other adults who come to your room without first reporting to the office.**
- **All adults in the building are required to have a school identification badge. Adults without a badge are to be asked, politely, to report to the office.**
- Teachers are responsible for students in halls. Walk students to specialist classrooms and the cafeteria. Students are not to be left unsupervised; therefore, it is important that

all teachers be prompt in picking up their students and with students as they are taking class bathroom breaks.

- Smoke Free Campus: Smoking will not be allowed on school property. This applies to all areas inside and outside, including in vehicles parked on school property.
- **Students should not be placed in the hallway for any reason without direct adult supervision.**
- In order to maintain a safe and secure environment, at no time should any exterior doors be propped open.

School Board Policies

All staff members are required to have knowledge of district policies. The policies are located via the district website, and are updated through e-mails. Building principals are required to review specific policies on an annual basis. In addition, please complete the annual policy review process on time.

School Day

All Iveland staff members are required to be at school by **8:10 a.m.** Students will enter the building at 8:15 when in-person learning is occurring. If you are on duty on a particular morning, you should be at your location no later than 8:15.

Please advise the building administrator if you need to leave the building for any reason. Staff members should not be leaving to run errands or pick up lunch. We need to know when staff members are gone, in case of a crisis situation. Staff members may leave the building after all students you are responsible for have been picked up or after your committee/faculty meeting is over.

Social Distancing and reducing spread of COVID-19

Due to the current pandemic, many routines around the school may have to be adapted throughout the year pending the current CDC guidelines and community spread. Information will be updated throughout the year in the weekly memo sent to all staff members.

Current practices to continue at the start of this school year include:

- Class bathroom breaks will be scheduled.
- Hand sanitizing stations have been placed throughout the building. Please encourage and teach students the proper way to use the sanitizer.
- All staff and students are required to wear masks. Please teach students proper ways to wear masks.
- A disinfection crew has been hired to disinfect commonly touched areas throughout the day.
- Staff or students showing signs associated with COVID 19 should stay home. Please consult the school nurse with questions on this topic.

Staff lounge, workroom, and restrooms

The lounge, workroom, and staff restrooms are for **Iveland staff members only**. Your help in keeping the lounge neat will be appreciated. Take care of the items that you bring into these locations, but remember that we are family, so please be willing to assist in other matters of ensuring cleanliness in these areas.

Products in the vending machine are not to be purchased by students. Only adults may operate the vending machines.

Each year the office staff has to clean up the refrigerator at the end of the year and during breaks because food and other items are left. Due to this, we have devised a schedule of cleaning for the lounge. This is located in your Iveland 2021-2022 Google folder. You may feel free to modify your scheduled time with another team who is willing to switch, but we all use the lounge and we are asking for all of us to be mindful of each other. If a switch is made, please notify administration.

Supervision

Classrooms-

The classroom teacher is responsible for the supervision of the class. A class is never to be left unsupervised. Students should be supervised at all times during the school day. Should an emergency arise that necessitates you leaving the classroom for a few minutes, please ask a fellow teacher who does not have a class or contact the office for assistance.

Please do not place students in the hall unsupervised.

Each staff member may have a daily extra supervision assignment. Teachers must report on time to their assigned supervision area in order to avoid the risk of liability and to ensure an orderly and safe school climate.

When supervising any area it is necessary to be visible, actively supervise, move around the area, and be alert to any and all situations.

Playground-

Active supervision is vital to student and staff safety. When supervising any area, it is necessary to move around the area and to be alert to all situations, particularly potentially dangerous ones. We must be aware of individual children or groups who may require more supervision than others and then provide that additional supervision. Please report and document any potentially dangerous situations to the office as soon as possible.

Exercising sound judgment is the most important aspect of pupil supervision. We must be perceptive and conscientious in this task. Teachers are expected to assume the responsibility of pupil supervision not only with their own group, but also with all children in the school.

It is extremely important that we are punctual and that we are cognizant of supervisory responsibilities. Please note that sending a child to the office during recess is not acceptable. All children must be escorted in and out of the building.

Please familiarize yourself with the PBIS expectations of the playground and enforce those expectations.

Supplies

The office will stock basic office supply materials and basic classroom supplies such as construction paper and dry erase markers.

Due to COVID-19, staff are not allowed access to the supply cabinets and copier behind the desks of the office professionals. The office professionals will have supply request forms and fax request forms for you to fill out should you need materials or to use the copier. Please know that the office professionals have many responsibilities and will not be able to fulfill your request at the precise moment of the request but will work to do so in a timely manner..

Tardiness

Any student entering the building after the final bell (8:40 am) will be considered tardy. The only students needing a tardy pass are the students entering your room after 8:50.

Teacher request

We do go through a rather lengthy process in determining student placement. At the end of our confidential process, we ask and maintain that no one shares the teacher information with parents. **Do not share teacher placement with parents.** We send out a letter to parents over the summer stating the child's teacher.

If a parent asks to request a teacher, please inform the parent that we do not take teacher requests, but they can provide for us information about what education environments they feel their child can best learn in.

Please refrain from telling parents which teachers are the 'best' or most recommended. Invite parents to meet with teachers, visit their classroom, and develop their own opinion of the teacher who would best fit the needs of their child.

Telephone Usage

Student Use-

During the school day, children will not be allowed to use the classroom telephone unless it is an emergency situation. Please monitor all calls made by students.

Staff Use-

Please limit the number of personal calls made on school phones to keep lines open for school business or emergencies. The voice mail system is used to handle teacher calls received during the school day unless it is an emergency. Staff is requested not to use cellular phones during the instructional day.

Visitors

Visitors to the building will need to make an appointment before entering the building. Visitors will remain in the office and will not be permitted to enter the building at large.

Walkie-Talkies

When taking your class outside please ask to take a walkie talkie with you. It is important to be able to reach you in case of an emergency or if we need to get information to you right away. There is an extra walkie housed in the cafe that can be used for recesses.

Work Orders

Any staff member may complete work orders online. The principal or designee will make approvals daily.

Response to Intervention (Academic)

Tier 1:

All students should have access to high quality instruction delivering the curriculum outlined by the Ritenour School District. Modules are provided with standards to address and pacing. Classroom teachers are expected to teach to the rigor of their grade level standards, providing scaffolding and accommodations when needed. Curriculum materials are as follows:

- Literacy
 - All Grade Levels - Making Meaning
 - All Grade Levels - Being a Writer
 - Grades K-3 - Being a Reader
 - Grades 4-5 - Individual Reading Conferences
- Math
 - Number Talks
 - Minilessons - Investigations
 - Station Rotation
- Science - My Sci
- Social Studies - Pearson materials

Instruction should include the components of Assessment for Learning, be culturally responsive and gradually release control of learning so that student independence is accomplished.

Teachers are expected to utilize summative and formative assessments.

Universal screenings for academics will occur at the beginning, middle and end of the school year.

If screening tools and/or classroom assessments show that a student is experiencing difficulty, then it is the teacher's responsibility to refer a student to the Student Support Team to determine if Tier 2 supports are needed.

Student Support Teams

Student support teams will meet every Monday.

Purpose: To provide specified supports to students in their area of need in order to close remediate the specified skill(s) - academic, social, behavioral, or a combination of any of those.

- When a teacher notices a concern for the student, a teacher would make a referral to the Student Support Team. A copy of the packet is behind the copier in the workroom.
- Teacher turns in that packet and data to support the need of intervention to the Assistant Principal .

- The Assistant Principal schedules the student for a Student Support Team meeting.

Tier 2

- At the first Tier 2 meeting, strengths of the student are discussed as well as areas of concern. An intervention is put into place to support the area of concern along with a progress monitoring tool. A follow up meeting is scheduled about 6-8 weeks from the beginning date of the intervention.
- The goal of the Tier 2 intervention is to remediate and meet the need of the student. The goal is not to provide additional services.
- Through the academic interventionist plan, there are research based interventions that have been identified according to different areas of need.
- At the second Tier 2 meeting, data is reviewed. It is the teacher's responsibility to ensure that data was faithfully kept and to be prepared to share that data. A determination is met in regards to whether the intervention is supporting the student and should be continued, discontinued or modified.
- If a student is determined that 2 rounds of intervention addressing the same need has not remediated the need, then that student can be considered for a Tier 3 meeting. A Tier 3 determination is made by the entire SST team including administrators, counselor, interventionists and classroom teachers.

Tier 3

- While a student is receiving Tier 3 interventions, it is the responsibility of the classroom teacher to continue an agreed upon Tier 2 intervention in the classroom. Those Tier 2 interventions will be discussed during the Tier 3 intervention meetings.
- Tier 3 meetings are also scheduled every 6-8 weeks to review student progress. The team reviews the data from both the Tier 2 and Tier 3 interventions and makes decisions in regards to continuation, discontinuation or modification of interventions.

Building Review Team

The Building Review Team (BRT) meets monthly to review the Tier 3 caseload and determine if a student should be considered for a Special School District referral. That team consists of administration, counselors, School Psychologist, and interventionists.

- Students processing through the BRT also experience multiple interventions where data shows that appropriate progress has not been made in any intervention.
- See the next section for Special School District processes.

Any staff member working with the student should be available to join the student support team meeting. This means counselors, EL teachers and interventionists schedules will need to be flexible on Mondays.

Special Education Referral Process

Fridays are set aside for SSD resource staff to participate in IEP meetings and collaborate with general education teachers.

The Referral Process for a student suspected of having a learning disability proceeds as follows:

1. A referral to Special School District can be made in one of two ways:
The Building Review Team makes a school referral.
A parent makes a request to a classroom teacher or any other staff member.
IF A PARENT MAKES A REQUEST FOR EVALUATION, IT IS YOUR LEGAL RESPONSIBILITY TO NOTIFY THE COUNSELOR IMMEDIATELY.
2. An Evaluation Packet is compiled. It is imperative that you turn in any materials requested by a counselor or school psychologist by the dates requested. Evaluations are time sensitive and must be completed within the legal timeframe.
3. A Joint Review is conducted to determine if the packet is accepted and testing will occur, or if the packet is rejected and testing will not occur. Just because a parent makes a request, it does not mean testing will automatically occur. Data must support a need for the evaluation.
4. A Review of Existing Data (RED) meeting is held. This meeting determines what areas will be tested. The meeting is facilitated by the School Psychologist. If you are invited to a RED meeting, please bring your student data with you.
5. An Eligibility meeting is conducted within 60 days of consent for testing. This meeting is also facilitated by the School Psychologist and/or Speech Language Pathologist (SLP) depending on areas that were tested. At this meeting, a determination is made whether students qualify for services. Missouri's Department of Elementary and Secondary Education publishes criteria for qualification in thirteen areas of disability.
6. Should a student meet eligibility, an Individualized Education Program (IEP) meeting is held. This meeting determines goals under the area of eligibility and services for the student. IEPs are updated at least annually. Classroom teachers should bring current classroom data to IEP meetings.
7. RED meetings are also held at least every three years to determine if any testing needs to be repeated.
8. Parents can request RED, IEP or evaluations at any time.

We recognize that students who are experiencing academic difficulties may also display difficulties with social, emotional, and behavioral learning. At the SST meetings, we will address the child as a whole and all their needs. Behavior is separated out in this handbook to assist in the understanding of processes.

Response to Intervention (Social, Emotional, Behavioral - SEB)

Tier 1

It is the expectation that every adult in the building is responsible for providing the environment, community and supervision necessary to support student success in terms of SEB learning. We look at SEB learning through multiple lens to ensure that we have the structures in place (PBIS), the mindset of support (Trauma Informed) and the practices of inviting students back into our community (Restorative Practices)

Practices that are Tier 1 and are expected to occur in every classroom include:

- Class meetings - Community Circles may take place during class meetings.
- Clear and visible classroom expectations and routines
- Calm corners that have materials and taught routines (In the room or in a buddy room)
- Regular guidance counseling lessons
- Positive reinforcement - current research shows that children best respond when there is a 16:1 ratio of positive comments to negative comments.
- Pre-corrective actions such precues, notifying students of changes, having clear routines
- Helping students feel connected to the class

Here is a link that defines more of the why behind each of these steps.

https://docs.google.com/document/d/1akargl-QWKmFICPKx5LgS3DEwIAbyhpE7ZHEp_6BE0g/edit

School Wide Expectations

There are established school wide expectations for each universal area of the school building. The SEB cadre will support instructing students in the routines of each of these areas, but it is the responsibility of every staff member to reinforce these expectations. A copy of the matrix is attached below:

	Classroom	Hallways	Bathroom	Cafeteria	Assemblies	Playground	Dismissal	Bus
Be Cooperative	*Follow directions first time given *Take turns *Share with others *Solve problems with words	*Walk on the right side of the hallway *Share the hallway with others *Leave others' work alone	*Emergencies first	*Follow directions first time given	*Follow directions first time given	*Take turns *Follow directions first time given *Follow game rules	*Follow procedures	*Follow directions first time given *Share seats
Be Respectful	*Show good listening skills *Use kind words and tone *Acknowledge the ideas of others	*Walk quietly in line *Use silent greetings	*Clean up after yourself *Respect school property	*Use kind words and tone *Say "Please" and "Thank you"	*Show good listening skills *Use kind words and tone	*Use kind words and tone	*Use kind words and tone *Show good listening skills	*Use kind words and tone *Show good listening skills
Be Responsible	*Turn in all work on time *Bring necessart materials to and from school *Keep materials organized *Be honest *Use self-control	*Use the shortest route *Be honest *Face forward	*Flush, wash, dry, leave	*Take care of your cart *Clean up after yourself *Take only what you need	*Enter and exit quietly	*Use equipment correctly *Stay in designated area *Walk into line	*Be at dismissal spot on time *All items inside backpack	*Sit back to back, seat to seat *All items remain inside backpack
Be Peaceful	*Use a calm voice *Work quietly so others can learn *Keep your hands, feet, and all objects to yourself	*Keep your hands, feet, and all objects to yourself	*Allow others to have privacy *Keep your hands, feet, and all objects to yourself	*Stay where you sit *Keep your hands, feet, and all objects to yourself	*Keep your hands, feet, and all objects to yourself	*Keep hands feet, and all objects to yourself *Enter building quietly	*Sit quietly	*Sit quietly *Keep hands, feet, and all objects to yourself
Be Positive	*Accept each other's differences *Encourage each other *Be friendly	*Wait patiently *Smile! *Be friendly	*Wait patiently *Smile! *Be friendly	*Wait patiently *Smile! *Be friendly	*Wait patiently *Smile! *Be friendly	*Wait patiently *Smile! *Be friendly	*Wait patiently *Smile! *Be friendly	*Wait patiently *Smile! *Be friendly

Breaking Student Expectations

Guiding Principles

1. ***Discipline is teaching.*** As such, it should take place as close to the instructional core as possible (teacher-student-curriculum).
2. ***Partner with families in all matters of student discipline.*** Establishing rapport and lines of communication with families--especially the families of students experiencing difficulty--should be of the highest priority
3. ***Support for the instructional core will always be nearby.*** Administrators, counselors, refocus teacher, social workers, grade-level team, hallway team...all are resources to support the instructional core.
4. ***Discipline should take place as close to the classroom as possible.*** Discipline that is initiated beyond the classroom has a variety of drawbacks, including: 1) The student perceives that the authority lies beyond the classroom, 2) The student's sense that they do not belong in the learning environment is reinforced, 3) They are removed from the learning. Some matters require that, for safety reasons, a student be removed from class for some period. If a student is removed from the learning environment, restorative practices should be employed as quickly as possible.
5. ***A major emphasis should be placed on PREVENTION.*** Consequences, although necessary, require harm to be done for their employment to take place. In order for our classroom and non-classroom spaces to be safe we must observe and employ all best practices BEFORE an incident takes place.

Office Referrals

When a behavior is significantly severe enough or frequent enough, a teacher may choose to write an office referral. Below is a chart to assist in making the decision whether to refer.

Generally Office Managed	Generally Classroom Managed
Physical Violence	Arguments
Sexual harassment	Name calling
Intention to hurt another	Butting in line
Eloping	Defiance
Harassment (making disparaging references about another person's age, sex, race, religion, ethnicity, national origin, disability, sexual orientation or other personal characteristics.	Physical interaction without intent to hurt
Destruction of school property	** These are dependent on the severity

Guiding Questions prior to referrals:

- How disruptive is this to my classroom right now?
- How frequent is this behavior occurring?
- How many supports have I attempted to put into place to address the behavior?
- Is it a referral or immediate help that I need?
- Is there a plan in place to address this behavior for this student?
- How old is this student - Is it developmentally appropriate?
- Is there a safety issue because of this behavior?

Steps for teachers to take:

- I. Contact Office
 - A. No students should be sent to the office. There is no waiting area for students. If you need immediate assistance, please call the office.
- II. Contact Parents/Guardians
 - A. Establishing rapport and lines of communication with families--especially the families of our "Frequent Flyers"--should be of the highest priority.
 - B. To establish a positive relationship, please contact parents via phone first to develop the relationship. You want to be able to have a two-way conversation when supporting students.
- III. Document in Tyler

- A. Office referrals are to be entered by teachers directly into the Tyler SIS system. Referrals should be entered into the system as soon as possible after the behavior, but no later than 1 hour after the behavior.
- B. *Referrals entered after the day of the offense will be returned to the teacher.*
- IV. Communication from Office Re: Additional Follow-up
- A. Dependent on the situation and the context of the need for discipline below is a list of potential consequences the office could utilize:
1. student conference
 2. parent contact
 3. bus suspension
 4. referral to a counselor
 5. revocation of privileges
 6. restitution for damages
 7. community service
 8. detention
 9. time-out (removal from a class setting for a brief “cooling off” period, usually not longer than for the remainder of the class period or day when it is imposed),
 10. extended Time out
 11. short term suspension from 1 to 10 days
- B. Once you have turned over the situation to the office, we will manage the incident. Our approach will be restorative. Though traditional consequences may be issued, the goal is to teach and connect students to the educational environment.

A note on suspension

1. Suspensions have been proven across time to be ineffective without an accompanying change in classroom structures upon a student’s return.
2. Suspension sends the message that you are not wanted here and has one of the largest negative effects on student learning and increases the chances that students will disengage from school. A student who gets suspended just once is 80% more likely to dropout of high school.
3. There are instances where we will suspend a student. The factors that will influence this decision are the safety of the students and staff, and the support level of parents.
4. Each decision to suspend is made on a case-by-case basis due to the severity of the act and the potential negative impact.

Additional Considerations

- *Anything written in a referral is a matter of the public record.*
- *All students are legally entitled due process.*
- *Staff issuing consequences must ALWAYS, as a matter of due-process, communicate the charge to both the student **and** a guardian. Failure to follow the established processes could result in the nullification of the disciplinary charge.*
- *Classroom Minor discipline is to be managed at the teachers discretion utilizing the provided guidelines. Administrators will be available to support and collaborate with*

teachers as they manage those issues at the classroom level. Classroom Minors referred to administration for any reason, will be dealt with as deemed appropriate by the administrator.

- *Academic issues are not disciplinary issues and should not be addressed as such.*
- *Discipline must be objective to be effective. Emotion should never be the impetus for a discipline.*
- *Relationships must be established with students AND families to have an overall positive impact on behaviors.*

Tier 2

There will be some students who need more of a direct support in order to maximize their SEB learning.

Students can be added to our Tier 2 caseload three different ways:

1. Teacher requests support by filling out the SST referral form as documented in our RTI Academic section.
2. Office referral data shows additional supports are needed.
3. Behavior 360 data shows additional supports are needed.

We will meet on the student during our SST meetings . Tier 2 supports may include things such as Check In Check Out, If/then charts, social skills instruction and incentive charts. It is the expectation that the intervention is carried out with fidelity and that data is collected to monitor progress,

Tier 3

When the data is showing that Tier 2 interventions are carried out and the student is still not making progress, a students will be moved to a Tier 3 level where an individual behavior plan is written out. A student may work with the refocus room teacher, have individual counseling or other such supports as a part of Tier 3.

Roles and Responsibilities

	Tier 1	Tier 2	Tier 3
Counselors	<p>Guidance Curriculum Supervision Husky Helpers Newcomers College and Career readiness Supporting PBIS, Trauma informed and Restorative Practices</p>	<p>Manage Tier 2 interventions Attend SSTs Peer mediation Respond to individual needs Attendance 3 day calls Track Tier 2 data</p>	<p>Attend Wellness meetings Manage 504s Manage referrals to SSD Manage Behavior Plans Connecting families and students to resources Attending IEPs for a grade level (Pearson will go to 2nd / Wiese will go to 5th grade) Conduct risk assessments and bullying claims</p>
Academic Interventionists	<p>Universal screenings Know grade level learning standards for grades they work with (Attend one PLC a week) Supervision Support E&I</p>	<p>Attend SSTs for grade levels they work with Send parent SST letters</p>	<p>Manage Tier 3 interventions Progress Monitor weekly Attend BRT Write ALPs Inform parents of interventions and progress</p>
EL Teachers	<p>Know grade level learning standards for grades they work with Supervision</p>	<p>Implement EL curriculum and use ARC resource Attend SSTs for students they work with Communicate ACCESS scores and what that means for classroom instruction Track data of progress Refer students to SST when necessary</p>	<p>Conduct ILPs Provide more intensive instruction to newcomers Assist in modifying and accommodating assignments</p>

Social Worker	Track Attendance	Support Social Skills groups	Make 6 day attendance calls and attendance plans Provide parent resources Attend Wellness meetings Individual responsiveness
Refocus Staff		Provide space for students to calm down Support CICO	Teach social skills for students on her caseload Build relationships and be a mentor to students on caseload Help carry out behavior plans