

Changes for the Adel Elementary School Staff Handbook 2011-2012:

ARRIVAL OF STUDENTS (page 3)

Changed item #4 to reflect that PK & Kindergarten students will report to the lunchroom during inclement weather and 1st and 2nd grade students will report to the gym. In the last paragraph, removed “old gym” and rephrased using the terms “indoors” and “outdoors”.

BUILDING ASSISTANCE TEAM (page 7)

Changed BAT chairperson to Kim Wolf.

MILK/ORANGE DRINK BREAKS (page 23)

Changed paragraph to reflect the addition of water as a choice for drink breaks.

PROGRESS REPORTING OF STUDENTS (page 24)

Changed report card and conference information to reflect the change of conferences from February to the end of the third quarter in March. Third quarter report cards will now be sent home with parents during March conferences. For the second and fourth quarters, report cards will be sent home with the students.

RECESS/PLAYGROUND RULES (page 29)

Adjusted PreK and 1st grade recess times.

SCHOOL LUNCH PROGRAM (page 32)

Adjusted lunch times.

ADEL ELEMENTARY SCHOOL

STAFF HANDBOOK

2011-2012



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INTRODUCTION

This handbook is intended to serve as a guide to assist elementary school staff members in carrying out their responsibilities at Adel Elementary School. It is not a contract.

Everything has a tendency to change, and this is no less than true with a set of guidelines or policies. As the need arises for changes in the handbook, this will be accomplished to fit the need. To make revisions, constructive suggestions will be received at all times.

Items not covered in this handbook may be found in the current board policy handbook and/or the negotiated agreement currently in effect. Please refer to those pieces of information.

PROFESSIONALISM AND ETHICS

We are looked upon by the community as a highly-trained professional group. It is our obligation to display this training through appropriate dress, word and actions.

The freedom with which some staff members communicate confidential school information to friends and acquaintances outside of the school reflects on the competence of the individual. Most of the activities that are conducted between professional staff members should remain completely confidential. It is a gross breach of professional ethics when confidence is not maintained.

Let us all display a high level of professional ethics in our conduct with one another and within the community.

ABUSE OF STUDENTS BY ADEL DESOTO MINBURN EMPLOYEES

Pursuant to Chapter 232 of the Iowa Code, abuse of children may fall into either of the two following categories--physical abuse and sexual abuse.

To constitute a violation of the Iowa Code, acts or omissions by the employee must have occurred on school grounds, on school time, at a school-sponsored activity, or in a school-related context. Any district employee may receive a report of alleged abuse of a student by a district employee. The report shall immediately be given to the designated investigator Darcy Simpson, telephone number 993-5805.

ADM BOARD POLICIES--AWARENESS/NOTIFICATION

The following policies need to be reviewed each school year by staff members. A copy of the ADM Board Policies Handbook is available in the staff lounge or from your principal's office.

<u>Policy</u>	<u>Notice</u>
105	Needs Assessment - every 5 years - Director of School Improvement/Superintendent
210.6	Policy Review - every 5 years - Superintendent
401.2	Equal Employment Opportunity - annual notice and annual review
402.4R1	Family Medical Leave - annual notice to staff and posting
402.12	Hazardous Chemical training for new employees
402.13	Substance Abuse - notification to staff and federal grants
501.5	Attendance Center Assignment - annual report to Board if requested.
501.7	Student Transfers Out or Withdrawals - monthly report to Board if requested
501.8	Student Attendance Records - Principals daily
504.3	Student Publications - distribute to student - HS Principal
505.1	Assignment of Courses - annual report to Board (handbook approval)
506.1	Student Records - August notice to parents
507.5	Emergency Plans and Drills- staff annually
600	Goals and Objectives of the Educational Program - annual report to 280.12 Committee
604.7	Post-secondary - annual notice to parents
606.9	Insufficient Classroom Space - annual review
703.3	Publish Budget Hearing
704.3	Investments - report to Board periodically
707.2	Treasurer Report - annually - Treasurer
707.3	Financial Reports - annually - Board Secretary
707.5	Insurance Report - once every three years - Board Secretary
710	Insurance Program - review every three years - Board Secretary
801.8	Supervision of Construction- monthly report during construction - Superintendent
804.6	Bomb Threats - written report each occurrence - Superintendent
904.5	Distribution of Materials - post in each building

AEA 11 MEDIA AND EDUCATIONAL SERVICES

AEA 11 Media Center has many fine videos, books, kits, etc. available to all staff members. Staff members should complete a media request form for the materials being requested. This form, available from your principal's office, should be given to your principal for review and approval. After reviewing the request, the principal will send the request to the AEA or return it to the teacher for further discussion.

AEA 11 Educational Services offer many fine services to our school. Teachers who would like to make use of these services should contact the principal regarding these services.

The AEA van will deliver materials on Monday and Wednesday around 8:30 AM. Materials being returned should be in the principal's office by 8:00 AM on these days in order to be processed for return.

ARRIVAL OF STUDENTS

Town students should be encouraged to not arrive at school until 8:15 AM unless they are taking part in the breakfast program. Busses will be arriving between 7:55 and 8:10 AM.

Students who have been absent, who have questions regarding their schoolwork, or who have been directed by their teacher to report to their classroom before 8:15 AM may go directly to their classroom before 8:15 AM. All other students will report to their classrooms at the 8:15 AM bell.

Students arriving before 8:15 AM must do one of the following:

1. Stay on the south or west playground area.
2. Go to the old gym to take part in the breakfast program.
3. Go to their classroom if instructed to do so by their teacher or if they have been absent and/or would like assistance with their schoolwork.
4. During inclement weather, PreK and Kindergarten students should report to the lunchroom, and 1st and 2nd grade students should report to the gym where they will sit quietly on the floor until they are dismissed at approximately 8:15 AM.

The above procedure is effective from the second day of school on. For the first day only students may enter the building at 8:00 AM and go directly to their rooms. In case of school starting at a later time in the morning, the same time format (10 to 25 minutes before the start of school) will be set aside and supervised as usual.

Supervision of the time slot 7:55 - 8:15 AM will involve all associates assigned to PreKindergarten through 2nd grade. All associates will be assigned outside duty to supervise the south and west playgrounds. One associate will supervise the entryway by the main office and one associate will supervise the bus unloading zone in front of the building. During inclement weather, the playground associates will report to the old gym to supervise the students seated there. The other associates will continue to supervise the bus unloading area and main entry by the office making sure that students enter the building in a proper manner.

Determination whether the students will be indoors or outdoors will be made by the principal prior to 7:55 AM. A green sign hung in the main entryway will indicate that we are indoors. No sign or a red sign in the same location will indicate that we are outdoors.

AUDIO VISUAL MATERIALS

Our school is very fortunate to have a fine audio visual setup. Various audio visual materials and services are available from our Media Center. Teachers are encouraged to utilize these services and materials when the content supports grade level outcomes. Teachers must use careful judgment when making decisions regarding instructional minutes. Audio visual materials are intended to enhance and support grade level outcomes. Teachers must guard instructional minutes when making the decision to use audio visual materials. At the Prek-second grade level, videos should not exceed 30 minutes. Exceptions to this policy can be made after consulting the building principal.

BOMB THREAT PROCEDURES

I. Upon receipt of a bomb threat the following procedures shall be taken:

1. Notify the Adel Police Dept. (911) using a different phone and line--be sure to give them the threat line number and keep that line open so the phone company can put an immediate tracer on it. Use a pre-arranged signal to notify the principal (or contact the superintendent's office as necessary) so that the principal's office and the superintendent's office are aware of the bomb threat and give as many details as possible.

For notification of civil authorities, phone the Adel Police Dept. (911) who will forward the information to the sheriff, highway patrol, and personnel that are trained for bomb inspection/removal. In reporting this to the police department, state that a "Bomb Threat" has been called in to the school. Give your name and telephone number.

2. The decision to evacuate or not to evacuate Adel Elementary School will be decided by the building principal and/or the top authority administrator available. Notification to all personnel will be by intercom or done personally. The announcement will include a statement that a special evacuation exercise is being held and that all personnel and students should leave the building via the fire exit doors and go to the Rapids Street Baptist Church.
3. Students from grades Prek-2 will be evacuated as necessary to the Rapids Street Baptist Church during search procedures.
4. Bus drivers will be contacted later if transportation is needed.
5. Teachers will accompany and be responsible for their assigned groups.
6. After the search and consultation with authorities, the school administration and authorities will jointly determine if the building is safe for occupancy.
7. The principal shall file a written report with the superintendent's office of any additional procedures during the bomb threat.

II. Operational Procedures for Non-certified Staff:

Secretaries: Answering the call: If possible turn call over to the principal.

1. Keep the caller on as long as possible--switch to a separate phone line to notify the Adel Police Dept. of the bomb threat so the phone company can put a tracer on the outside line (give threat line number and keep threat line open).
2. Indicate to others in the office that this is a threat call by prearranged signal.
3. Attempt to determine the:
 - a. Location of the bomb
 - b. Time of detonation
 - c. Appearance
 - d. Kind
 - e. Time of placement
 - f. Reason for placement of bomb
4. Advise caller of seriousness of the act.

Bomb Threat Procedures Continued

5. Listen for background noises.
6. Listen for voice characteristics
 - a. Male or female
 - b. Speech peculiarities
 - c. Nationality brogue
7. Report information to principal. (In absence of the principal, report to superintendent).

Custodians

1. Shut off all natural gas.
2. Leave electricity on to aid in search.
3. Leave the search of boiler room, storage areas, etc., to the properly trained authorities. Do, however, note as quickly as possible anything that may seem "a little out of the ordinary" - "a little different than usual." Most important: leave things alone. Evacuate the building with the rest of the personnel.

Cooks

1. Shut off all operations.
2. Evacuate the building.

Others

1. Leave the search of classrooms, closets, cloakrooms, halls, any/other to the properly trained authorities. Do, however in passing, note as quickly as possible anything that may seem "a little out of the ordinary" - "a little different or misplaced than usual."
 - a. Move out as instructed using the fire exits with your students. (Teachers need to know exactly who they have and are responsible for even if they have to grab a grade book and take it with them. Remember who was absent, etc.)
 - b. Do not let students stop for any items except for coats. A suggestion would be to have students take some reading materials such as library books, reading textbooks, etc. with them. This material might come into use in case we have a long wait at the Baptist Church.
 - c. When you are outside of the building, stay with your group and take your group to the fire drill area. Make sure all students under your charge are accounted for. Make sure all students under your charge are accounted for. From the fire drill area, classes and their teachers should proceed to the Baptist Church.
 - d. You will be responsible for your group at the Baptist Church, loading the busses if directed to do so, and/or returning to school if directed to do so.
 - e. Most important: If you receive a bomb threat warning to evacuate the building(s), leave things alone.
 - f. Students with a special teacher will be supervised by that teacher until the classroom teacher is able to take over. Special teachers will be assigned to assist where needed by the administrator in charge. Students out for recess will be gathered at one location on the playground where all respective classroom teachers will meet to take control of their class.

Bomb Threat Procedures Continued

- g. Teachers are not to dismiss any students unless directed by the administrator in charge. At no time should teachers use the term "bomb threat" when dealing with students, parents, and/or the public. Refer to it as an evacuation exercise.

III. In the event bomb is located or exploded:

1. Located bomb
 - a. Authorities will inactivate or move bomb to safe location.
 - b. Students will return to their building upon determination that the building is safe.
2. Bomb explosion
 - a. Make certain no additional bombs are on location.
 - b. If damage is minor students may return to the building after it is determined to be safe from further explosion and remains structurally sound.
 - c. If damage is sufficient to make further school sessions impractical, students should be dismissed to their home. Bus drivers will be notified to transport bus students home.

IV. Search Procedures:

1. The principal shall be in charge of the students and staff.
2. Authorities will be in charge of search procedures:
 - a. Search announced location of bomb first.
 - b. Search outside building.
 - c. Search inside - aided by custodians and/or non-duty teachers who may volunteer to help such search.
 - d. Check on possibility of more than one bomb.
3. After the stated time of detonation has expired, a search has been completed, and the buildings certified safe by the authorities, they will notify the building principal/superintendent whose responsibility it will be to render final judgment taking into consideration the safety of the students and other personnel whether or not to reoccupy the building.

In the event of a bomb threat against all of the ADM School buildings, Adel Elementary will evacuate to the Rapids Street Baptist Church at 1601 Rapids Street. Pastor Jeff Duffy is at the church in the morning and can be reached by phone (993-3914) in the afternoon to let us in.

BUILDING ASSISTANCE TEAM

The B.A.T. is available for all teachers and staff members. The main idea behind the B.A.T. is to quickly assist in developing individualized instructional plans for children having learning or behavior problems. The team is based on the belief that teachers have the skills and knowledge to effectively teach many students with learning and behavior problems by working in a problem-solving process:

1. To help teachers to individualize instruction to meet the needs of all students--normal, special needs, and gifted.
2. To support teachers in mainstreaming students with special needs.
3. To provide an efficient pre-referral screening for special education services.

Building Assistance Team Continued

Teachers and staff members can refer their concerns to the B.A.T. The B.A.T. and the teacher/staff member requesting assistance jointly engage in a structured process of identifying the problem, brainstorming solutions, and planning interventions. Parents, students, and other specialists participate in cases when requested by the team. A series of follow-up meetings are held to evaluate the student's progress and to plan further intervention, if necessary. When appropriate, students are referred for further evaluation.

Referral forms for B.A.T. services are available in the office or from Kim Wolf, Chairperson.

BUS CONDUCT

Those students who ride a bus to school must follow all bus rules. The rules and procedures used for violations follows. Please review these bus rules with your children.

The primary responsibility for the bus driver is to drive the bus in a safe and courteous manner. Students can assist the driver in achieving this goal by cooperating fully with the regulations listed below.

1. Students are to take a seat immediately upon entering the bus and remain seated while the bus is in motion.
2. Students may talk with normal tones. Loud and/or vulgar language is not acceptable.
3. Students' books and other personal property must be properly stored either on their laps or under their seat. The center aisle shall be clear at all times.
4. Students should assist in keeping the bus clean. Foods such as candy, gum, pop, etc. should not be eaten on the bus.
5. No actions which might distract the driver from driving the bus in a safe manner on the road will be tolerated.

Students must be ready to board the bus at the designated time. The bus cannot wait for those students who are late. If your student is not riding the regular bus as scheduled, please call 993-4285. The information will be shared with the driver.

The above regulations apply to all students riding regular bus routes, shuttle routes, and all activity trips. Violations of the above regulations by any student(s) will be reported to the individual student's parents/guardians and principal. Repeated violations by the student(s) may result in temporary or permanent suspension of bus-riding privileges for the student(s).

Generally, school administrators will adhere to the following sequence of events if a serious incident involving a child or children occurs on the bus while it is transporting youngsters to and from school.

Drivers, like teachers, are expected to handle routine discipline problems through the use of verbal reprimand, seating charts, parental contact, etc. When a student fails to respond to normal discipline, the driver should inform the student and parents that continued violation may result in suspension from the bus. If another violation occurs, it will be viewed as insubordination. The driver should report the student to the principal and inform the principal that a suspension warning was given to the student and parent. In most cases, the principal will support the driver's recommendation to suspend and will set the length of time. Parents and driver will be notified of any suspension.

Bus Conduct Continued

If a driver reports a student to the principal and has not warned both student and parent of a possible suspension, the principal will usually follow these guidelines:

First Report: Following a bus driver's first report of student misconduct, that student may be notified that further misconduct will result in his/her being suspended from the bus for a period of 1-10 days. The student's parents will be notified that further misconduct by the student will in all probability result in bus suspension.

Second Report: Following a driver's second report of a student's misconduct that student may be suspended from riding the bus for a period of 1-10 days. The student's parents will be notified of this suspension as soon as possible.

Further incidents and misbehavior may result in a consideration of permanent suspension from the bus by the Adel DeSoto Minburn School Board. It is the responsibility of the superintendent or the building principal to make the final decision and/or recommendation to the Board as to how the child is to be disciplined for bus misconduct. The seriousness of the incident may prescribe that the outlined process above be ignored in favor of more decisive discipline even on the first offense.

Teachers will be responsible for supervising their students when the class is on a field trip or other activity requiring bus transportation. Teachers may assign students to specific seats. Teachers should seat themselves so that they can be immediately accessible to any difficulties arising on the bus involving their students. The teacher(s) sitting in the front seat of the bus with all of the students seated at the back of the bus is not an effective way to supervise students.

CLASS RECORD (GRADE) BOOKS

Class record books are to contain all grades and other evaluations helpful in arriving at an estimation of each student's progress during that quarter. Sufficient evaluation information should be recorded each quarter in order to enable the teacher to report as completely as possible each student's progress for that quarter. Parents/Guardians have a right to review their student's grades and we have the obligation to justify the evaluation given. Student grades and evaluations are to be recorded by the teacher. Students stating their grade orally during classtime as the teacher records it is not acceptable.

CLASSROOM VISITATION

Parents are welcomed and are encouraged to visit classes at any time during the school year except the first two weeks and the last two weeks of the school year. Parents are requested to stop in the principal's office beforehand.

Children who are not regularly enrolled in Adel Elementary School will not be permitted to visit our school.

CLOSING OF SCHOOL

In the event circumstances arise which necessitates starting school late or canceling school for that date radio stations KIOA, KRNT, KSO, WHO, KJJY, KWKY, KLYF (all Des Moines Stations) and KDLS (Perry) will carry an announcement to this effect. An attempt will be made to get this information to the respective stations by 7:00 AM.

Closing of School Continued

The telephone tree will also be used to inform staff members that school is starting later or being cancelled. The cooperation of all staff members is essential in this manner.

COMMUNITY RESOURCES

- Ambulance/Fire/Law Enforcement: 911 or 515-993-4567
- Crisis Intervention and Advocacy Center (24 hour crisis line): 515-993-4095, 1-800-400-4884, 1-800-550-0004 (Spanish speaking number)
- Child Abuse/Neglect: 1-800-652-9516
- Dallas County Hospital: 515-465-3547
- YESS (Project Safe Place...provides immediate help and confidential help for ages 11-17 and their families): 515-243-7499
- Teen Line (When you just aren't sure who to talk to, teen line can help confidentially): 1-800-443-8336
- Youth Law Hotline: 1-800-728-1172
- Monte Keller, School Resource Officer: 515-993-4584 (ADM High School) or 515-993-6723 (Adel Police Office)
- Sexual Abuse/Assault Toll Free Youth Support line: 1-800-443-8836
- West Central Mental Health: 515-993-4535
- Hawk-I Health - online application - <http://www.hawk-i.org/>
- Iowa Legal Aid - <http://www.iowalegalaid.org/ia/homepage.html>

COPYRIGHT GUIDELINES

Clear guidelines on what teachers can and cannot copy for classroom use have been established, as a result of a truce between publishers and educators on reproducing copyrighted material.

The following should be followed in all cases. Here is what they say teachers can do:

1. Make single copies of a chapter of a book, an article from a periodical, a short story, essay or poem, a chart, graph or diagram for research or class preparation.
2. Make multiple copies (one per pupil) if copying "meets the tests of brevity and spontaneity" and carries a note of copyright.

Brevity is defined as a complete poem of less than 250 words, a complete article or essay of less than 2,500 words, an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, one chart, diagram or other illustration per book or periodical, and two pages or 10% of short "special works".

Spontaneity means the "inspiration of the individual teacher and the decision to work" are so close in time to "the moment of its use for maximum teaching effectiveness" that it would be unreasonable to expect a timely reply to a request for permission.

The guidelines prohibit: 1) copying to replace or create anthologies 2) photocopying of consumable works 3) copying as a substitute for buying books, and 4) charging students more than the actual cost of copying.

CUMULATIVE RECORDS

All teachers are encouraged to study the permanent cumulative records of their students. It must be recognized that the use of these records is reserved for faculty members and the information therein should not be made public. Record only meaningful information in the cumulative records. Parents or guardians do have a right to inspect cumulative records and challenge any information that is not meaningful. Your principal will handle all requests for the inspection of school records.

Cumulative records are stored in the principal's office and may be checked out any time during the school day. The cumulative records cannot be taken from the building unless the principal has given permission to do so. This permission is not given out lightly. It is best that cumulative folders be returned to the principal's office daily after their use. The Cumulative Record Review Log must be signed by all individuals reviewing these records except Adel DeSoto Minburn Community Schools staff and Heartland AEA Special Education staff.

Office personnel will record all semester grades on cumulative records and permanent record cards. The attendance for the year will be recorded on both cumulative records and permanent record cards.

CUSTODIAL CARE OF ROOMS

Adequate school plant care is a vital factor in the success of an effective school program. The custodial service program is maintained to enable adequate school plant operations. It must also be a cooperating endeavor or it will achieve only a limited degree of success. The cooperation of all staff members and pupils thus becomes the vital factor in any custodial program.

The following suggestions can insure for teachers that their rooms will be cleaner and more pleasant.

1. Books and supplies should be stored in students' desks and not on floors and seats.
2. Chairs that are not attached to desks or tables should be placed on top of the desks and tables when school is dismissed.
3. Have students pick up scraps and other items off the floor before dismissal time.
4. Have students remove mud, sand, snow, etc. from their shoes before entering the building.
5. Be sure all windows are closed and the lights turned off when leaving school. Lock your classroom door after school when leaving if the room has been cleaned.
6. After dumping tempera paint in the sink, run water to rinse the sink completely.

DAILY BULLETIN

A daily bulletin will be prepared listing the absentees and related announcements. This bulletin should be ready for distribution by 9:30 AM daily via email. Teachers wanting to include information in the bulletin should have that information written out completely and in the principal's office prior to the start of the school day for inclusion in that day's bulletin.

The daily bulletin will be posted in the lounge.

DAILY PLANNING

Plans for the entire upcoming week of school are to be completed every Friday by 3:45 or the last day of school that is scheduled for that week. In case a teacher is absent, it is the teacher's responsibility to make sure the completed plans are in his/her room before the substitute teacher arrives.

Duplicate lesson plans are only required of teachers new to the Adel DeSoto Minburn Community School system during the first nine weeks of school. However, your principal will be checking lesson plans as she formally or informally observes classes. If your principal feels that the teacher is not meeting the criteria for lesson planning, the principal and teacher will work together to improve the planning method.

DAILY SCHEDULE

Each teacher will file a copy of their Daily Schedule with the principal by the end of the second week of school. This work schedule should be accurate and kept up-to-date with the principal if changes are made. A second copy of the Daily Program should be available for substitutes to follow. This may be kept in a folder or a lesson plan book. Forms will be provided for these schedules.

DEVELOPMENTALLY APPROPRIATE PRACTICES -- PHILOSOPHY

We at Adel Elementary School continue to recognize that young children learn best through active involvement with their environment. This involvement provides for the growth and development of the whole child, physically, emotionally, socially, and intellectually. To nurture this development in a relaxed setting requires time.

We believe a developmentally appropriate program will provide children more time and opportunity:

1. To feel good about themselves as capable, unique individuals
2. To engage in playful work
3. To grow in decision making, problem solving, and creative thinking
4. To express themselves through language, writing, movement, and use of materials and resources
5. To interact in guided and informal play experiences
6. To develop self-motivation, self-discipline, and self-direction toward purposeful activities
7. To explore their environment using their five senses
8. To foster a curiosity and enthusiasm for learning
9. To enjoy age-appropriate activities for their own sake, not only as a preparation for the future

DEVELOPMENTALLY APPROPRIATE PRACTICES -- GOALS

The goals of the early education program at Adel Elementary School continue to provide:

1. A child-centered environment that encourages competence and self-esteem
2. A positive, noncompetitive, nonsexist atmosphere that fosters an acceptance of the uniqueness of self and others
3. A physical setting that allows a child to safely explore self-selected activities
4. A learning setting in which teaching means facilitating a child's intellectual growth through guided discovery in a prepared environment
5. An experiential, hands-on-curriculum flexible enough to meet individual and group needs
6. Developmentally-sequenced activities that not only contribute to a child's total progress but are also enjoyable and meaningful
7. Effective communication skills (oral, written, listening, reading) that are interwoven into the child's daily experiences

Developmentally Appropriate Practices -- Goals Continued

8. Opportunities for family involvement that strengthen the educational program, enhance the child's experiences, and lay a foundation for the future of the home-school partnership
9. A more adequate assessment of each child's ongoing educational and developmental needs in terms of physical, emotional, social, and intellectual growth

DISCIPLINARY PRACTICES

The Board of Directors of the Adel DeSoto Minburn Community School District hereby confirms its intent to support the school discipline policy, to support school staff who enforce the discipline policy, and to hold school staff accountable for enforcing the discipline policy.

In a teaching/learning situation it is necessary that self-discipline and a positive approach towards organization work hand in hand. These not only are desired in the classroom, but must also be evident in all areas of the school setting and at school functions. It is necessary therefore, that a cooperative plan between students, teachers, parents, administrators, other school staff members, and school board members be present. This plan should be one of support, communication, and respect. It is our belief that cooperative discipline will bring out the qualities of scholarship, leadership, citizenship, and responsibility found in each of our students.

As educators it is our responsibility to develop and maintain an atmosphere that is conducive for learning. To create such an atmosphere it is necessary to establish certain rules and regulations. So that you and your child can better understand what is expected of each student, we have developed an elementary discipline policy.

Student's Responsibility

Students should be aware of the conduct expected of them in the individual classroom, on the playground, in the hallways, on the school bus, and at any school functions or activities. He/she should be able to maintain an inner-discipline which allows him/her to accept this responsibility and should attempt to keep a good line of communication open with teachers, school staff, parents, and administration. Students will be expected to:

- respect the rights and property of other students, adults, and the district.
- respect the authority of all school personnel.
- practice common courtesy.
- use appropriate voice levels while inside the building.
- obey all playground rules.

Students who follow the discipline policies will receive positive feedback in the following manner.

- They will receive verbal praise.
- Students will also receive written praise in the form of happy-grams.

Those who follow school regulations will be allowed to participate in special school/classroom activities.

Parent's Responsibility

It should be the responsibility of the parents to know and see that their child is aware of behavior expectations in policies as set by the teachers, administration, and the Adel DeSoto Minburn Board of Education. Lines of communication should be maintained in a healthy, cooperative attitude while working to attain a positive result in all instances. It is to be further noted and understood that each student and parent has the right to due process in which they may request additional information.

Teacher's Responsibility

All teachers are responsible for maintaining building and classroom standards determined individually by building policy, and by school policy. Teachers are to be responsible for discipline of all students in the hallways and playground areas and at all activities which Adel DeSoto Minburn students are involved in the teaching/learning process. Teachers will sit with their students at assemblies and large group activities for the purpose of supervision and participation. Teachers will be charged with the responsibility of reporting to the administration what may be considered more serious infractions of school rules.

When inappropriate behavior is demonstrated by a student the following procedures will be followed by teachers:

The first time the student violates a rule, he/she will receive a verbal reminder regarding the rules he/she violated.

If a student repeats the same violation or violates another rule within a given period of time, he/she will receive an appropriate punishment determined by the teacher or staff member involved. The teacher or staff member may also want to contact the parent if the situation warrants it.

In some cases the violations may continue. At this point the student will be sent to the principal. The parents will be contacted by the principal by phone call, in person to inform them of the situation. The principal and/or the teacher will determine an appropriate punishment.

If a student is sent to the principal for consistent violations or misbehavior of a severe nature, a conference will be arranged with the student, parent, teacher, and principal. At this meeting steps will be taken to insure compliance with the discipline policy.

It is of vital importance that communication and understanding be established between teacher, student, parent, and administration when discipline problems arise.

Principal's Responsibility

The principal's primary responsibility is to assist the teachers, parents, and Board of Education in seeing that students comply with rules of acceptable conduct within the classroom and all other areas of school. Students who choose not to comply with school rules and behavior standards will be dealt with in the following manner:

- A. Students who are referred to the principal will be given an oral notice of the allegations against them and the basis in fact for the charges. Students will be given an opportunity to present an account of the concern at hand. Students will receive an explanation of why their conduct was inappropriate.

The decision on the type of discipline to be administered will be determined by the principal with input from the teacher and/or playground supervisor taken into consideration.

Principal's Responsibility continued

The type of discipline to be administered shall be reasonable considering the nature of the student's misconduct which gives rise to the discipline, the age and physical condition of the student, the nature of the discipline itself, and the motive to be accomplished by the discipline. Parents will be notified of incidents of misbehavior when the incident is of a serious nature or is repetitive in nature. Running in the hallway is not a serious incident when compared to running in the hallway and knocking someone down causing an injury to that individual. In the case of the latter example, parents could be notified by phone, or personal contact.

- B. In cases where students are consistently violating school rules or demonstrate misbehavior of a severe nature, including that which endangers other students' well-being, consideration of removal from the classroom shall be within the discretion of the person in charge of the classroom. Removal from the classroom means that a student or students are sent to the principal's office. In cases of this nature, parents will be notified and a parental conference may be requested. The conference will be entered into with the objective being to help the student. The conference will involve the student, his/her parents, teacher(s), and principal. A consideration for detention, probation, or an in-school or out-of-school suspension of an appropriate length, not longer than ten days, may result from this conference.

Detention means the student's presence is required during nonschool hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day, or on nonschool days. Whether a student will serve detention, and the length of the detention, shall be within the discretion of the licensed employee disciplining the student or the building principal.

Probation means a student is given a conditional suspension of a penalty for a definite period of time, not to exceed ten days, in addition to being reprimanded. The conditional suspension shall mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms shall result in immediate reinstatement of the penalty.

Suspension means either an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. The student may not attend school activities or may not participate in a contest or extracurricular activities. An in school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days. A restriction from school activities means a student will attend school and classes and practice but will not attend or participate in school activities.

- C. A severe infraction or continual infraction of school rules or behavior problems will be referred to the Superintendent and the Board of Education. This referral will be accompanied by a recommendation for counseling and/or expulsion for their consideration. Expulsion means the removal of a student from the school environment which, includes, but is not limited to classes and activities for a period of time set by the Board of Education. See Board Policy 502.2B for details.
- D. Students who have been identified as special education students may be referred for a review of the individual student's Individualized Educational Plan. The IEP may be revised to include a continuum of intervention strategies and programming to change the behavior.

Principal's Responsibility continued

Children at the beginning of school are entitled to know what order and discipline a teacher expects from them. The Master Teacher takes "no things for granted" and realizes that each child is different.

A soft spoken word can often work wonders with children. A glance from the teacher can also be an effective manner to discipline students. An emphasis shall be placed upon the growth of the ability for students to discipline themselves accordingly.

Treat all students in an impartial and considerate manner. Make the punishment of a student an individual matter. Do not punish the group for the misconduct of the individual.

Organize the work in such a manner as to keep students busy with constructive and profitable tasks during every minute of the school day. Circulate around the room as much as possible. By doing so you are able to "reach" all areas of the classroom on a continual basis, hence removing potential pockets for trouble to start.

It is recommended that a student who is causing difficulty in the classroom be moved to an area in the classroom where he/she does not influence others. A "time-out center" can be established to allow a student a chance to settle down and then return to the regular classroom activity.

In most situations discipline problems can be effectively handled by the teacher(s) involved. Teachers are expected to make contact with parents involving discipline concerns of students in the classroom and other school settings. Proper communication between school and home will eliminate most concerns immediately.

Major problems, including constant petty offenders, should be reported to the principal.

Teachers are to avoid corporal punishment at all times.

ELP

The Adel DeSoto Minburn Community School District ELP (Extended Learning Program) has a plan which provides for four different building programs with multiple levels of service to be provided for gifted students in Grades Prek-12. Because educational research does not support the identification of students through the use of standardized test scores prior to the middle years, and because student ability and achievement scores tend to fluctuate widely during early elementary years, such scores will not be used to formally identify students for a "pull-out" program in Grades Prek-2. The ELP instructor will use the formative and summative assessments with all children to facilitate higher order thinking skills and identify children for Extended Learning Program activities. These activities will be collaboratively planned by the ELP instructor and the teaching staff and will be implemented by the classroom teacher. Participation will be dependent upon multiple factors: student interest, ability demonstrated in particular areas, parent input, and teacher recommendation. This Extended Learning Program carries no implication for future ELP services.

EQUAL EDUCATIONAL OPPORTUNITIES--NONDISCRIMINATION POLICY

It is the intent of the Adel DeSoto Minburn Board of Education that each individual student be given the opportunity to develop and achieve to the maximum extent of his/her potential, being limited only by individual differences. Therefore, the Adel DeSoto Minburn School District attempts to foster an educational program that provides equal educational opportunities for all students.

Equal Education Opportunities Continued

The Adel DeSoto Minburn School District does not discriminate on the basis of sex, race, national origin, creed, age, marital status or disability in its educational programs, activities or employment policies. (Board policy number 103.)

Grievance Procedure: Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 require districts to have grievance procedures for employees, students, and parents. (Board policy number 104 is available at any school district office.)

EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION

The Adel DeSoto Minburn Community School District shall provide equal opportunity to all employees and applicants for employment in accordance with all applicable Equal Employment Opportunity and Affirmative Action laws, directives, and regulations of federal, state, and local governing bodies and agencies. This obligation to affirmatively implement equal employment opportunity to all employees and applicants for employment includes hiring, placement, upgrading, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the Board, administration, and State Department of Education for the class or position for which they apply. In employing school district personnel, the Board shall consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, sex, marital status, national origin, religion, age or disability. In keeping with the law, the Board shall consider the veteran status of applicants.

This policy shall be reviewed by the administration at least one time per year. Employees shall be given notice of this policy annually.

FIELD TRIPS

All field trips - local or out town - shall receive office approval before they are scheduled. Parent's approval must be obtained for all trips. A parent permission form for all field trips off school grounds will be sent home at the beginning of the school year for parents to sign and return to school. Parents are requested to sign this form granting permission for their child to participate in field trips off school grounds throughout the school year with prior notification being supplied by their child's teacher.

FIRE DRILL

GENERAL INSTRUCTIONS

1. All teachers should have a sign posted at all times in their rooms indicating the fire exits. Be definite with these signs.
2. All students, teachers, and staff members must vacate the building when the fire alarm is sounded. Time should not be taken to put materials away or to put on coats.

Fire Drill Continued

3. A warning will be given before the first fire drill, but no warnings will be given for any other drills.
4. Prepare your students for a fire drill the first day of school.
5. After leaving the building, students should line up at least 50 feet from the building and be prepared to re-enter the building when the all clear signal is given.
6. When leaving the building, students must be absolutely quiet and orderly. This is necessary if instructions have to be given.
7. Each room is to exit in single file in the order prescribed in the description and map that follows.
8. When the fire drill signal sounds, one student should be assigned to close any open windows in the room, if appropriate. The teacher should turn off the lights and close the door. The teacher should be the last person to leave the room to verify that all students have left. It is strongly suggested that the teacher take his/her grade book to be used as a check system for the class.
9. The signal for returning to the building will be the ringing of the recess bells.
10. Teachers may want to have a practice, on their own, ahead of the regular fire drill.
11. Teachers should review these rules carefully with their students and explain the importance of fire drills.
12. In case of a real fire, classes and their teacher will go to the middle school after being directed to do so by the principal or his designated person. No exceptions will be allowed unless approved by the principal. If any class and/or teacher is indisposed because of the fire, the principal should be notified some way by another adult so that he may account for the class and/or the teacher and take appropriate action.

A check-out system for all students will be used in case of a real fire. The bus drivers will be contacted by the principal or his designated person, and the country children will be taken home. After the buses have left, the town children will be dismissed only to a parent/guardian. All children will be checked out through the principal's office.

13. No teacher should release a child from their charge unless directed to do so by the principal or his designated person.
14. Emergency exits must be kept clear of any material at all times. Any materials in the halls must not impede the safe passage of people through the halls.
15. Classrooms and personnel assigned to the North Parking Lot will report to that location, but in case of a real fire, will immediately seek to leave that area to proceed to a safer location. This is due to the potential danger that a fire in the Boiler Room area could bring about.

FIRE DRILL

Procedure and Location of Elementary Students and Personnel During Fire Drill

Room Numbers

- 1.-----exit building via main entrance and go south on sidewalk.
- 2.-----exit building via main entrance and go south on sidewalk.
- 3.-----exit building via main entrance and go south on sidewalk.
- 4.-----exit building via main entrance and go south on sidewalk.
- 5.-----exit building via main entrance and go south on sidewalk.
- 6.-----exit building via main entrance and go south on sidewalk.
- 10.----exit building via main entrance and go south on sidewalk.
- 11.----exit building via main entrance and go south on sidewalk.
- 12.----exit south to Kindergarten playground door and south to concrete area.
- 13.-----exit south to Kindergarten playground door and south to concrete area.
- 14.-----exit north to the playground door and go west.
- 15.-----exit south to Kindergarten playground door and south to concrete area.
- 16.-----exit building via main entrance and go south on sidewalk.
- 20.-----exit south to the playground door and go west.
- 21.-----exit south to the playground door and go west.
- 22.-----exit north to the sidewalk and go west.
- 23.-----exit north to the sidewalk and go west.
- 24.-----exit south to the playground door and go west.
- 25.-----exit south to the playground door and go west.
- 26.-----exit north to the sidewalk and go west.
- 27.-----exit north to the sidewalk and go west.
- 28.-----exit west to the playground door and go west.
- 29.-----exit west to the playground door and go west.
- 30.-----exit north to the sidewalk and go east to the north parking lot.
- 31.-----exit north to the sidewalk and go east to the north parking lot.

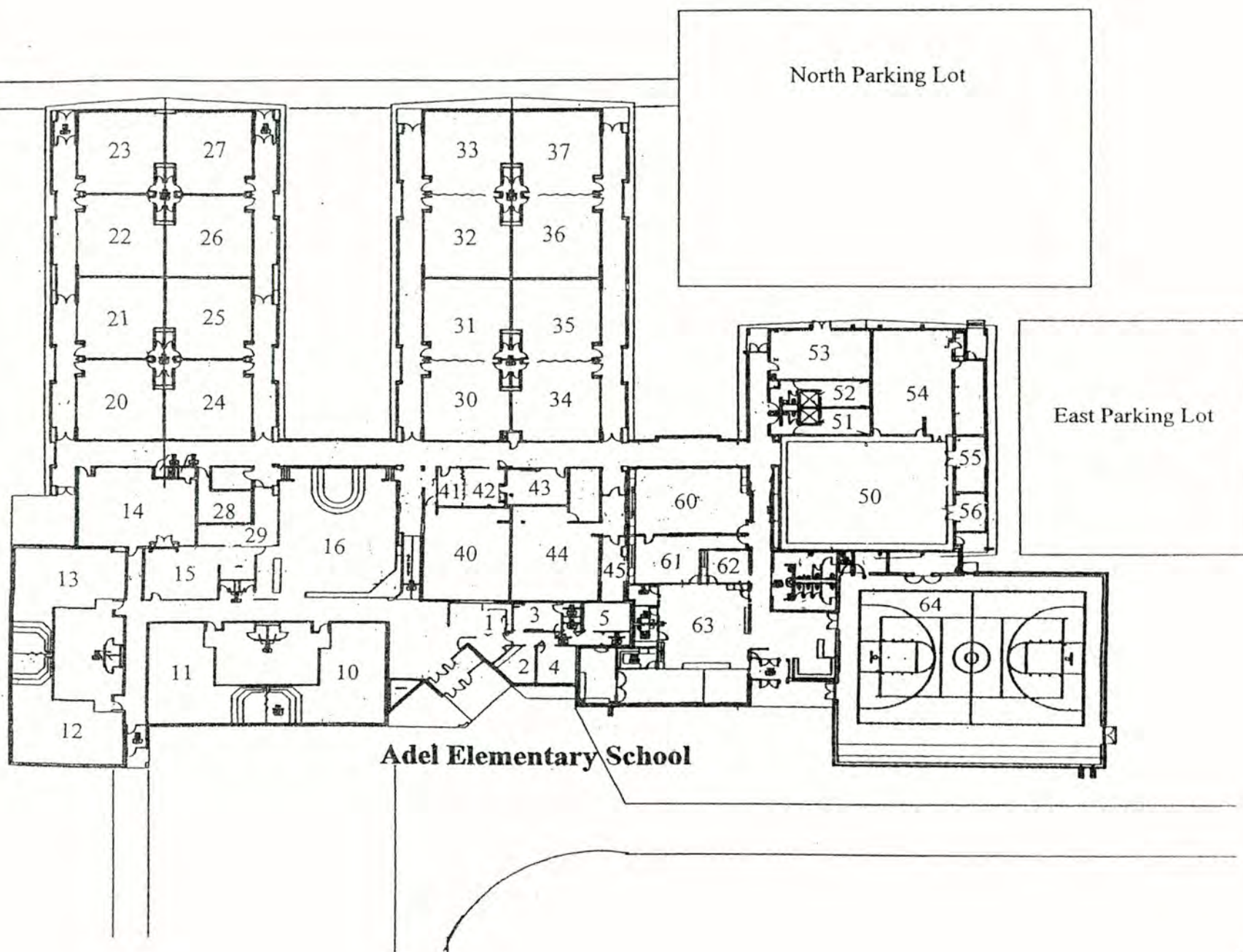
Fire Drill Continued

- 32.-----exit north to the sidewalk and go east to the north parking lot.
- 33.-----exit north to the sidewalk and go east to the north parking lot.
- 34.-----exit via custodial entrance (north) and go to the north parking lot.
- 35.-----exit north to the sidewalk and go east to the north parking lot.
- 36.-----exit north to the sidewalk and go east to the north parking lot.
- 37.-----exit north to the sidewalk and go east to the north parking lot.
- 40.-----exit to main hallway, go to main entrance via south ramp and go south on sidewalk.
- 41.-----exit to main hallway, go to main entrance via south ramp and go south on sidewalk.
- 42.-----exit to main hallway, go to main entrance via south ramp and go south on sidewalk.
- 43.-----exit to main hallway, go to main entrance via south ramp and go south on sidewalk.
- 44.-----exit to main hallway, go north to the sidewalk and go east to the north parking lot.
- 45.-----exit to main hallway, go north to the sidewalk and go east to the north parking lot.
- 50.-----exit east door of old gym and go to the east parking lot.
- 51.-----exit north to the sidewalk and go east to the north parking lot.
- 52.-----exit north to the sidewalk and go east to the north parking lot.
- 53.-----exit north to the sidewalk and go east to the north parking lot.
- 54.-----exit east door of old gym and go to the east parking lot.
- 55.-----exit east door of old gym and go to the east parking lot.
- 56.-----exit west side of bus garage to the north parking lot.
- 60.-----exit building via south entrance and go south on sidewalk.
- 61.-----exit building via south entrance and go south on sidewalk.
- 62.-----exit building via south entrance and go south on sidewalk.
- 63.-----exit building via south entrance and go south on sidewalk.
- 64.-----exit building via east entrance and go to the east parking lot.

Teachers should take a count of all students in their class, knowing that they are accounted for.

ADEL ELEMENTARY SCHOOL

ASSIGNED STATIONS FOR FIRE DRILLS



HARASSMENT, BULLYING, INITIATIONS AND HAZING POLICY

Harassment, bullying and abuse are violations of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Students who feel that they have been harassed or bullied should:

- Communicate to the harasser or bully that they student expects the behavior to stop, if the student is comfortable doing so. If the student needs assistance communicating with the harasser or bully, the student should ask a teacher, counselor or principal to help.
- If the harassment or bullying does not stop, or the student does not feel comfortable confronting the harasser or bully, the student 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 or bully did;
 - witnesses to the harassment or bullying;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser or bully responded.

Sexual harassment may include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Harassment or bullying on the basis of 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 includes conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble persons who:

- 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 with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Sexual harassment includes, but is not limited to:

- verbal, physical or written harassment or abuse;
- pressure for sexual activity;
- repeated remarks to a person with sexual or demeaning implications; and
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats.

Harassment or bullying based upon factors other than sex includes, but is not limited to:

- verbal, physical, or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, job, etc. and
- demeaning jokes, stories or activities.

It is the policy of the Adel DeSoto Minburn Community Schools to maintain a learning and working environment that is free from harassment/bullying. No student or employee of the district shall be subjected to harassment/bullying.

Additional reference to Board Policy 403.6 (Harassment) is made as supplementary to this concern.

LOST AND FOUND

Items pertaining to "lost and found" should be brought to the office. Periodically we will arrange for "lost and found" items to be displayed so that students can claim what is rightfully theirs. Teachers should encourage parents to label caps, hats, boots, gloves, mittens, jackets, sweaters, etc. This helps tremendously in returning "lost" items.

DRINK BREAKS

All students in Grades Prek-2 are eligible to take part in one drink break during the school day as designated by the teacher. Milk and orange juice are available from the coolers located in the hallway near the kitchen. Water and cups are available in the classrooms.

Teachers shall document each participating student's account the day the student takes part in this break period. If a student is unable to have milk or juice because of financial reasons, please consult with Carole.

Empty cartons are to be returned to the wastebaskets located beside the coolers. Empty cartons are not to be kept in the classroom overnight nor are they to be placed in the classroom's wastebasket. The latter causes spillings to accumulate and form an unsightly mess and odor in the bottom of the wastebasket. This becomes extremely difficult to remove.

ADEL ELEMENTARY POST OFFICE

Mail Carriers:

The second graders at Adel Elementary will be our mail carriers. They will pick up the mail from each classroom, everyday starting at 11:00. They will bring the mail collected to the media center and sort it into baskets for each classroom.

The same children will deliver the mail to the classrooms and return to the playground or classroom when finished with these jobs.

Ms. Erickson will train the second graders how to be mail carriers.

Classroom:

Classroom teachers will decide how they want to utilize the postal system.

Classroom teachers will decide who will get the mail and disperse it to the students in the classroom.

Classroom teachers will decide how little or how much they want to incorporate the postal system in to their own classrooms.

PROFESSIONAL MEETINGS

Staff members will be given consideration to attend workshops or other professional meetings which support our building goals. Reimbursement for traveling expenses and registration fees for these meetings will be made when properly authorized. Permission must be obtained from your principal a reasonable time in advance of meeting date(s). Staff members attending meetings, workshops, etc., are expected to share the information gained from these opportunities with the remainder of the staff.

PROGRESS REPORTING OF STUDENTS

The report card is only part of our process of reporting to parents. Report cards are issued after each quarter. The 1st and 3rd report cards are available at Parent/Teacher Conferences held at the end of the first and third quarters. For the second and fourth quarters, report cards will be sent home with the students.

Parent/Teacher Conferences will be held after the first quarter and the third quarter. Conferences are scheduled from 2:00 p.m. - 8:00 p.m. Please refer to the school calendar for conference dates.

Teachers will be responsible for scheduling conferences at the end of the first quarter and the third quarter. Teachers will complete the conference postcards for their conferences approximately one week before the date of the conferences involved. The office will mail the conference postcards.

The following symbols are used in Grades Prek-2:

Prekindergarten: + Consistently Demonstrates
√ Progressing
- Area of Concern
☐ Not covered at this time
I Introduced

Kindergarten: + Consistently Demonstrates
√ Progressing
- Area of Concern
☐ Not covered at this time
I Introduced

Grade 1: + Demonstrates solid performance or understanding
√ Performance/understanding is emerging or developing; may make errors
- Area of concern/might attempt but has serious errors or misconceptions
☐ Not covered at this time
I Introduced

Grade 2: + Demonstrates solid performance or understanding
√ Performance/understanding is emerging or developing; makes errors; has a grasp that is not thorough
- Might attempt but has serious errors or misconceptions
☐ Not covered at this time
I Introduced

Report cards for Art, Music, Physical Education, and Chapter 1 classes will be completed by those teachers. These teachers will record their evaluations on the report cards and return them to the classroom teachers. Original copies of each student's report card will be filed in the cumulative folder by the classroom teacher at the end of the school year.

Teachers should contact the parents/guardians of students who are having difficulty with their schoolwork when the problem is apparent. Waiting until the report card is distributed is unwise. Too much time may have passed to right the concern(s). Effective communication between the home and school is a key to successful teaching.

Publishing Center

Alphabet Alley

The publishing center will be located in the workroom. The students will get a brief tour of Alphabet Alley during one of their library classes. A mailbox will be outside the door for students to place their cards when they are ready to come to Alphabet Alley.

Eileen VerWoert will take care of the scheduling of the students individually. Alphabet Alley will also be open during 1st and 2nd grade noon recess, so that is also an option. Students will be notified when it is their turn to come. Eileen will be working with up to four students at a time, so hopefully their wait won't be too long.

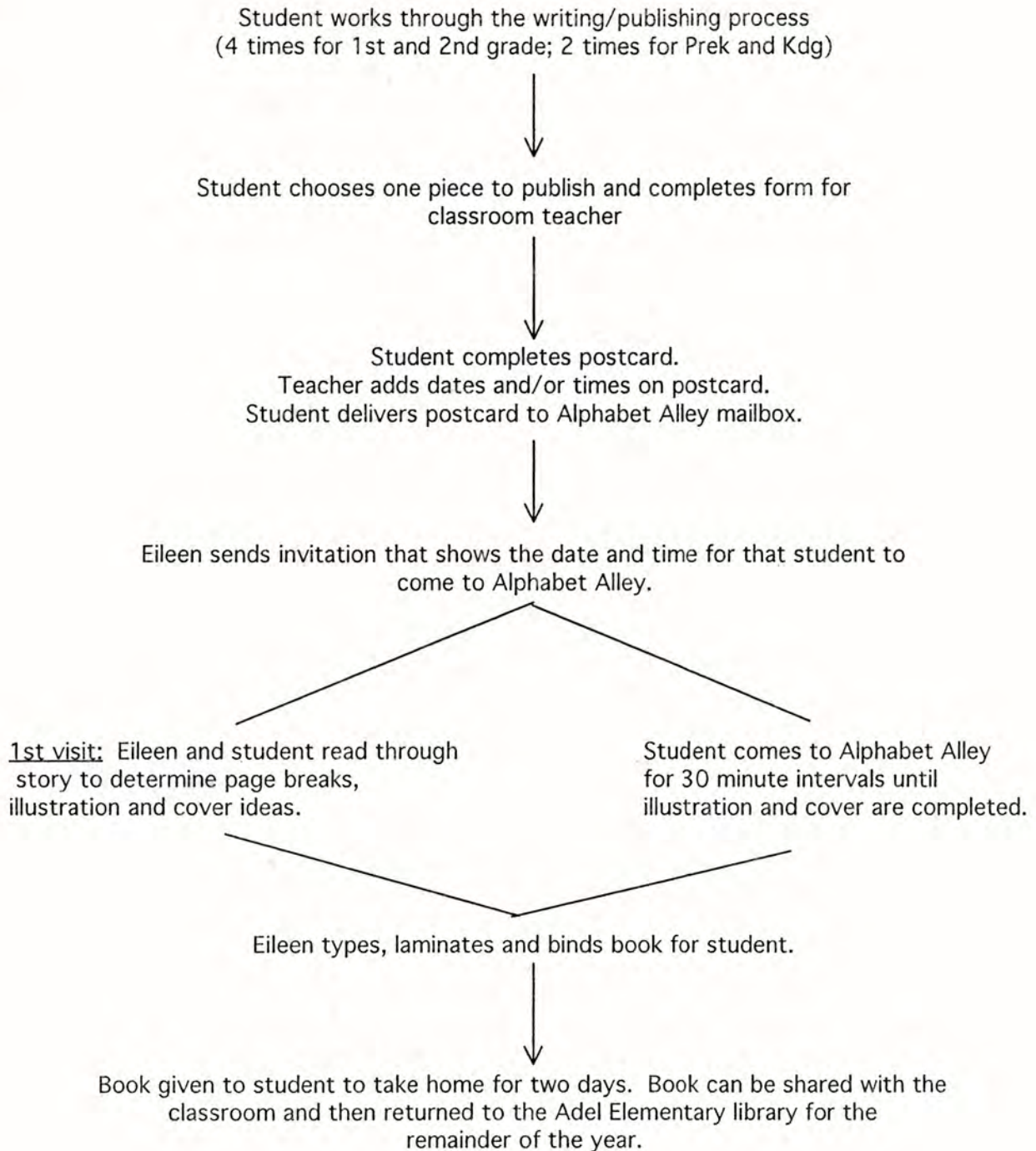
Stories will need to be edited before they come to the publishing center. The students need to have a general idea for illustrations prior to coming to the center. There will be different options available for different grade levels. I will read through each story with each student at their first visit to the center. We will decide on page breaks and talk about illustration and cover ideas. The amount of time spent at the center will vary, but will not exceed 30 minutes per session.

Students will be allowed to publish 2 stories per year. Our goal is to have each child publish at least 1 story. A child's second piece has to show improvement. This improvement will be judged by the classroom teacher.

Each book will have a comment sheet attached in the back. This comment sheet is to be used by the teacher whose student published the book, other staff members and students who have read the book. Teachers should comment on each book and find two other staff members to read the book and comment on it as well. Included in your packet are suggestions for comments that can be used by the students.

Books can be taken home to share with family and friends for two days. Students can read their books to the class. Books that have been published will be announced at Star Student assembly. Books will remain in the library for the remainder of the school year and will then be sent home.

ALPHABET ALLEY TIMELINE



PUPIL ATTENDANCE PROCEDURE

Attendance is taken at 8:25 AM and again at the return time to the classroom after lunch. Please use the attendance slips provided by the office. The attendance slips should be sent to the office by 8:35 AM and 12:45 PM daily.

Students who arrive late in the classroom in the morning because of a late bus should not be counted as tardy. A student is considered tardy if he/she arrives after the morning take up time but before the lunch period. A student is considered tardy if he/she arrives after the afternoon take up time but before the dismissal of school. There are no exceptions given for doctors' appointments, religious holidays, funerals or out of school related field trips. Students are counted as either present, absent, or tardy at the take up time.

Parents of students who have been absent may call in to the school for their child's work. We will honor all requests for this nature to the best of our ability with reason. Teachers will be notified of the request as soon as possible. All missed assignments are important and will be made up within reason. Students required to make up work may result in fewer unnecessary absences on their part.

The classroom teacher has no authority to excuse pupils from school. If parents come to the classroom door for their child and you are unaware of the need for the child to leave your classroom, please refer that parent to the office. If a note from home is sent requesting that a student be dismissed for some reason, please send the note to the office with your attendance slip.

No mention should be made of perfect attendance. Perfect attendance awards will not be distributed this school year.

BALANCED LITERACY

The ADM School District has made early literacy a priority. The prek-second grade teachers are not required to assess science and social studies for report card purposes. They are allowed and encouraged to teach all content areas through the vehicle of literacy. The prek-second grade teachers have rewritten their curriculum to be integrated throughout their day with the exception of math instruction. This process has allowed teachers to come to consensus on their priorities and instructional strategies.

Our balanced instruction include the following nine components for students in grades prekindergarten through second grade. All nine components are implemented each day:

Component:	Description:	Values:
Reading Aloud:	The teacher reads aloud to the whole class or small groups. A carefully selected body of children's literature is used; the collection contains a variety of types of literature. Favorite books are reread many times.	Involves children in reading for enjoyment Develops sense of story. Demonstrates reading for a purpose. Increases vocabulary. Promotes oral language development.
Shared Reading:	Using an enlarged text that all the children can see, the teacher involves children in reading together following a pointer. An example of this process might be rereading a big book, poem or song.	Demonstrates early strategies. Demonstrates process of reading. Provides social support. Provides opportunity to behave like a reader.

Balanced Literacy continued

Guided Reading:	The teacher works with a small group who have similar reading skills. The teacher selects and introduces new books and supports children reading the whole book to themselves, making teaching points during and after the reading.	Provides opportunity to problem-solve while reading for meaning. Provides opportunity to use strategies on extended text. Challenges the reader and creates a context for successful processing on novel texts.
Independent Reading:	Children read on their own or with partners from a wide range of materials.	Provides opportunity to apply reading strategies independently. Promotes fluency through rereading. Builds confidence through sustained, successful reading.
Shared Writing:	Teacher and children work together to compose messages and stories; teacher supports this process by acting as the scribe.	Demonstrates how writing works. Provides opportunities to draw attention to letters, words and sounds.
Interactive Writing:	As in shared writing, teacher and children compose messages and stories that are written using a "shared pen" technique that involves children in the writing.	Demonstrates concepts of print, early strategies and how words work Provides opportunities to hear sounds in words and connect with letters.
Guided Writing:	Children engage in writing a variety of texts. The through mini-lessons and conferences.	Provides opportunities to be writers. Increases students abilities to use different forms
Independent Writing:	Children write their own pieces and learn to revise, edit and publish their work.	Fosters creativity and ability to compose. Provides opportunities for students to problem solve new text. Provides opportunities for the independent production or written text.
Word Work:	Teachers work interactively with student to incorporate phonetic strategies students can use while problem-solving next text.	Provides opportunities for students to problem solve new text. Provides opportunities to make connections between letters, sounds and words.

Additional programs that have been implemented to support literacy:

Program	Grade Levels	Building	Supports
Reading Tutors	Prek-2	Adel Elementary	guided & independent reading; word work
Parent Book Packs	Prek-2 & early childhood special education	Adel Elementary	increase parent and child reading
Reading Recovery	first grade	Adel & Minburn Elementary	all components
Title I Reading	first - third grade	Adel & Minburn Elementary DeSoto Intermediate	guided reading & word work
Spelling Curriculum	first-eighth grade	Adel & Minburn DeSoto Intermediate Middle School	word work, guided writing, independent writing
Performance Benchmark Prek-2 Assessments		Adel & Minburn Elementary	guided reading
Parent-Child Sight Word Program	first grade	Adel & Minburn Elementary	all components
Prekindergarten	five year olds	Adel Elementary	all components

READING MATERIALS

All reading materials are stored in the book room.

RECESS/PLAYGROUND RULES

We have adequate space and equipment where children are free to play with others for fun, without the fear of failure or rejection, and without any need for destructiveness. We see the playground as a place to help students develop desirable character and social traits.

The playground is set up for use by students during the school day who are enrolled at Adel Elementary School. Use of the playground by these students and other community persons outside of this period of time is at their own risk as the district will not be responsible for actions taken during that time.

Recess periods are provided for all of our students during the school day. We feel a productive learning environment also includes periodic exercise and fresh air. All students are expected to go outside during recess periods unless they have a medical reason. We request that a note stating the medical reason for no recess be sent by the student's parent or doctor. A doctor's request is needed to have a student remain indoors for extended periods of time. Students will not be taken outdoors in times of extreme cold and during rain or wet snow.

Recess Times:

PreK: Morning--10:05-10:20 AM; Noon--10:55-11:25 AM; Afternoon--1:50-2:05 PM
 Kindergarten: Morning--10:05-10:20 AM; Noon--11:25-11:55 AM; Afternoon--1:50-2:05 PM
 Grade 1: Morning--9:50-10:05 AM; Noon--11:10-11:40 AM; Afternoon--1:30-1:45 PM
 Grade 2: Morning--9:30-9:45 AM; Noon--10:55-11:25 AM; Afternoon--2:05-2:20 PM

Recess/Playground Rules continued

Teachers will review periodically with the students the following playground rules. As is the case for most things, good judgment and common sense play an important part for all staff members regarding playground situations. Any activity which could result in an injury to any student should be immediately curtailed. Safety for all students should be uppermost always. Special instructions/directions in using the playground equipment will be provided for all students who demonstrate a need for this assistance. It is required that a set of the playground rules be posted in every classroom.

The following procedures are established for our playground.

1. Play and act appropriately on the playground, keeping your body to yourself. Use kind talk with one another at all times.
2. Immediately line up with your class when the bell rings at the end of recess. Use line basic skills, and quickly quiet down before entering the building.
3. Use play equipment appropriately.

Students who find they cannot follow these playground rules will be disciplined accordingly by supervisory personnel. In cases of serious infractions and repeated violations, parents will be notified of these situations by the principal.

Students identified as violators may lose their playground privileges for a period of time ranging from one recess period upward to one full week. Repeated violations of these playground rules by a student may result in the student being removed from the general playground area and assigned to a specific "time out" area, either on the playground or within the building. A conference involving the child's teacher, playground supervisor, principal, parents of the child involved, and the child himself/herself will be held if efforts to change the behavior of the child are unsuccessful or if the infraction is considered serious in nature.

SAFETY

All adults entering our building must check-in and out at the office.

Each adult (that is not an ADM employee) must wear a button that says: visitor, volunteer, or worker.

If there is an intruder or upsetting circumstances in our building, the administrator will use the code phrase. Upon hearing this phrase all students should remain in their classrooms with the door locked until the "all clear" signal is given.

SALUTE TO THE FLAG

Patriotism and respect for our nation and its flag should be incorporated everyday into every classroom. Teachers should provide for a time at the beginning of each day or at another appropriate time of the day for the Pledge of Allegiance or another appropriate patriotic activity. Other appropriate activities could include the singing of The National Anthem or another patriotic song, a story about an American patriot, flag etiquette studies, etc.

SCHOOL ASSEMBLIES

School assembly programs are scheduled on an educational basis. These programs can be a great assistance in extending our curriculum. Teachers are expected to supervise their classes during assembly programs.

SCHOOL BREAKFAST PROGRAM

All students in Grades Prekindergarten through Grade 2 are eligible to participate in the school breakfast program. Breakfast is served from 7:55-8:15 AM every school day unless noted otherwise. Breakfast is served in our old gym.

Students should report to the old gym if they wish to eat breakfast. A roster of each class with the members of the class listed is kept at the table by the entrance to the breakfast serving line. Students who have an account, either full or reduced price or who receive free breakfast, will identify themselves to the person at the table in order to have their name credited for a breakfast eaten.

Our accounting procedures and management practices do not allow for charging at any time. Free or reduced price breakfast meals are available to qualified families.

The following procedures have been established for our breakfast program.

1. Students will come to the old gym in a quiet, orderly manner and report to the person at the breakfast table. If it is necessary for the students to wait in line, they will do so in the same manner as described here.
2. Students will take their silverware, napkin, etc. before taking their food tray.
3. Students will walk in the old gym.
4. Students will eat their own food. "Trading" of food or eating food from another student's breakfast plate will be discouraged.
5. Students are expected to use proper manners while present in the old gym.
6. Students will return their trays in an orderly fashion. Students will dispose of disposable items in the proper containers and place their tray on the return counter.
7. Students are to return to the playground area, weather permitting, or be seated in the old gym during inclement weather conditions, if they are finished with their breakfast before 8:15 AM. If they finished after 8:15 AM, they will report directly to their respective classrooms.
8. All food items must be eaten in the old gym.
9. Students are permitted to converse in a quiet manner with each other at their breakfast table. Loud talking, yelling, etc. will result in the student or students involved being removed from that table to a time-out area. In addition, recess time may be taken away from those students who continually violate this rule. Students who demonstrate an uncooperative attitude and/or continually demonstrate poor manners towards others may be assigned to a specific seat/location during their breakfast time.

The breakfast menu for the upcoming month is published in the monthly district newsletter.

SCHOOL LUNCH PROGRAM

Lunch times are as follows:

PreK & Grade 2:	11:30 – 11:51
Grade 1:	11:54 – 12:09
Kindergarten:	12:12 – 12:30

Teachers should escort their students to the lunchroom at their designated time. Cold lunch and hot lunch students from the same class will eat at the same table(s).

Students should be given an ample opportunity to wash hands properly before coming to the lunchroom. Proper health practices can be instilled in our students under these circumstances.

Students are given ample time to eat, therefore, they do not need to hurry, but by the same token they must not loiter and waste time by excessive visiting. Students should be urged to taste all foods. Students must take the responsibility of conducting themselves in a courteous manner. Any accidents of spilled food or liquid will be cleaned up immediately.

No food is to be taken out of the lunchroom by students. All student lunches are to be eaten in the lunchroom unless permission is received from the principal in advance to do otherwise. An exception to this is food served with classroom parties or at snack time which may be eaten in the classroom.

The following procedures are in effect for our lunchroom.

1. Students will come to the lunchroom in a quiet, orderly manner. The responsibility for this rests with the classroom teacher. If it is necessary for students to wait in line, they will do so in the same manner as described above.
2. Students will take their silverware and napkin before taking their food tray.
3. Students will walk in the lunchroom.
4. Students will eat their own food. "Trading" of food or eating food from another student's lunch will be discouraged.
5. Students are expected to use proper manners at all times while in the lunchroom.
6. Lunchroom supervisor will dismiss students on a staggered schedule. Students are to return their food trays in an orderly fashion after being dismissed by a lunchroom supervisor. Silverware should be placed in the containers provided. The empty milk carton along with all paper scraps should be placed in the proper trash containers. Students will then walk to their classrooms. Teachers are expected to be in their classrooms at the time of their students lunchroom dismissal.
7. Students who have had a sack lunch will dispose of their paper items, food scraps, etc. in the trash containers provided.
8. All food items must be eaten in the lunchroom.
9. Food items, paper scraps, etc. will be removed from the lunch table and the floor area underneath the lunch table before that table is dismissed from the lunchroom.

School Lunch Program continued

10. Students are permitted to converse in a quiet manner with each other at their lunch table. Loud talking, yelling, etc. will result in the student or students involved being removed from that table to a time out area. In addition recess time may be taken away from those students who continually violate this rule. Students who demonstrate an uncooperative attitude and/or continually demonstrate poor manners towards others may be assigned to a specific seat/location during their lunch period.

The lunch menu for the upcoming month is published in the monthly district newsletter.

SCHOOL NURSE

The school nurse is on duty 7:45 AM-3:45 PM every school day. Even though the nurse's office is in the Elementary Building, the nurse is concerned with the health of all students Prek-12. The nurse's duties include first aid, counseling and care of ill students, health checks and screenings, serving as a resource person on health and nutritional matters, and keeping student health and immunization records current.

If a student needs medication, the nurse will keep the medicine in the nurse's office and dispense it when necessary. A note from the parent/guardian must accompany all medications before they can be given at school. Teachers should refer all students with medicinal needs to the nurse.

Teachers should carefully screen student requests to see the nurse. If a genuine need exists, the student should be sent to the nurse's office. If the teacher is in doubt, it is probably best to send the student and the nurse can have the student return immediately to the classroom if the need is not serious.

If a student is absent three consecutive school days (without any notification from the parents), the nurse will contact the parents/guardians and report back to the classroom teacher with the reason why the student is absent and, if possible, an approximate return date to school. The nurse must report all communicable diseases to the Iowa State Department of Health.

The school nurse will work closely with all staff members and the principal regarding possible child abuse cases. If a staff member is suspicious regarding a possible child abuse situation, that staff member should bring this situation to the principal and/or school nurse's attention at once.

SCHOOL PARTIES

Fall, Winter, and Valentines parties may be held in the classrooms. Parties should be held in the latter portion of the school day and should last no longer than 45 minutes. Parent volunteers may be utilized to assist with these parties, but the classroom teacher should assume the major responsibility for the party.

Individual birthday treats may be distributed by those students. Nutritional foods are best for treats of this type. It is suggested that the designated milk/orange drink break be utilized for this purpose. Teachers should discourage the distribution of invitations in the classroom by students to private birthday parties.

Teachers may occasionally want to "reward" a class for a particular effort or utilize a learning opportunity involving some type of situation centered around "food". These opportunities should be planned carefully so that they remain something special and should last no longer than 45 minutes. Your principal would like to know of these aforementioned occasions.

SCHOOL PROBLEMS IN GENERAL

Whenever any problem in the school, either of an instructional or an administrative nature, does not adjust itself well or when any difficulty arises, please discuss it with your principal. No difficulty is righted by talking it over with outsiders nor by complaining about it amongst others here at school. Since the spirit of our school is largely of our own making, we will make every attempt to have it pleasant and sincere.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Adel DeSoto Minburn School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the program and practices of the school system.

If there are questions, please feel free to contact Carole Schlapkohl, Section 504 Coordinator for the Adel DeSoto Minburn Community School District, at 515-993-4778.

SMOKE-FREE BUILDING

Adel Elementary School is a smoke-free building.

SPECIAL EDUCATION SERVICES

AEA 11 provides special education service personnel in the area of speech, hearing, social work, school psychology, adaptive physical education, and consultative services. Students who might need any or all of these services should be discussed with your principal before any referral process is considered. If after a discussion with the principal, the need to refer a student for any of the above services will be made cooperatively by the teacher involved and the principal. A pre staffing form must be completed by the referring teacher for review by the staffing team before parent permission is sought.

Special education rules and regulations will be followed in all referrals. The key to a successful referral lies in proper communication between the school and home. Written permission from the parents or guardians must be on file in the principal's office before the referral is sent to the AEA.

Once the referral is recorded by the AEA, all staff members who have direct involvement with that student will become a part of the total staffing team. Input will be sought from members of the staffing team which will be considered in a full staffing chaired by the principal.

The recommended referral procedures listed below assure compliance with parents' and children's rights and fulfill necessary record requirements. See the flowchart below which outlines the referral procedure.

1. A pre-evaluation conference/referral should be held with the parents, principal, teacher(s), other appropriate school personnel, and AEA support staff to discuss the existing problem to see if it can be resolved at the classroom level. At this level, AEA/LEA personnel may be able to provide short-term consultation services to the classroom teacher and avoid needless full assessment evaluations for a very mild problem.

Special Education Services continued

2. If it is necessary to seek additional information, the principal will:
 - a. Secure written permission from the child's parents by using the Part II--Parent Consent for Evaluation, for a full assessment evaluation
 - b. Forward the Referral Form and Parent Consent for Evaluation Form to the appropriate personnel or the Heartland Zone Coordinator.
3. Upon receiving the completed referral, Heartland personnel shall complete the appropriate types of evaluations and return a written report to the parent and the principal before the staffing is held. Evaluations conducted by local school personnel will be coordinated by the principal. Specific evaluations may be requested. However, when placement in a special education instructional program is being considered, the evaluation shall include, but is not limited to, the following.

Speech and Language
Hearing
Health History
Vision

Social Functioning
Intellect
Motor Functioning
Adaptive Behavior

Academic Status
Behavioral Observation
Educational History
Career-Vocational

The Adel DeSoto Minburn Community School District has adopted policies which afford all handicapped children in the District an appropriate educational program within the least restrictive environment. The district's professional staff, in cooperation with AEA, will evaluate, staff, and provide an individual educational plan (IEP) for each handicapped child in need of special education services. Procedures and guidelines for implementing this process shall include, but not be limited to, the following considerations for each child:

- consideration of a full continuum of placement options
- documentation to reflect the appropriateness of the placement decision
- reconsideration of the appropriateness of the placement decision at the annual review
- reiteration of due process procedures for parents should there be any placement disagreement
- consideration of physical, functional, social and societal integration needs

The District will cooperate with the AEA, other local school districts within the AEA, districts outside the AEA, and out-of-state facilities to assure the appropriate placement of each handicapped student.

Inservice activities related to least restrictive environment, as well as all other aspects of the special education process, will be provided for district staff and parents at the district and building level through group presentations and written communications. One-on-one inservice opportunities which occur throughout the special education process will continue to be utilized.

The District's compliance with least restrictive provisions will be evaluated through the individual educational plans (IEP) developed for each handicapped child, compliance monitoring conducted by the AEA and/or the Iowa Department of Education, and parent satisfaction with the educational progress made by their child.

This plan was formally adopted by the Adel DeSoto Minburn Community School District Board of Education, made a part of the district handbooks, made a part of the Board's records, and is available for public review.

STAFF LOUNGE

The staff lounge is provided for the enjoyment and convenience of all staff members. The entire building and grounds have been designated as a nonsmoking area by the Board of Education.

It is everyone's responsibility to keep the staff lounge neat in appearance. The staff lounge represents all of us, and the cooperation of everyone is needed to keep it presentable. The refrigerator should be kept clean and not become a storehouse of discarded or spoiled food items. The refrigerator will be cleaned out every Friday during the school year. For those weeks when there is no school on Fridays, the refrigerator will be cleaned out the last day of school for that week. The cooperation of everyone is appreciated in this matter. A schedule of individuals to clean the staff lounge on a weekly basis will be posted in the staff lounge.

STAFF MAILBOXES

Teachers mailboxes are located in the office. Mailboxes should be checked by teachers at least before school, at noon, and after school. It is also beneficial to check your mailbox at the AM/PM recess periods if this is possible.

Mailboxes for the principal, nurse, bus mechanic and custodians are located in the main office. Information for the High School, Middle School, DeSoto School, and Minburn School buildings may be placed in the appropriate baskets in the main office.

Unless it is an emergency, no students should be allowed to take items from mailboxes. Information placed in mailboxes is designated for staff members and not students.

STAFF PARKING

Staff members may park east of the old gym or north of the Boiler Room. Adel DeSoto Minburn Community Schools will not be responsible for damages to employees' vehicles due to natural causes while parked on school premises. Please refrain from parking in the circle drive area in front of the school on student attendance days.

STRANGERS

While supervising students on the playground, each staff member should be alert to the possibilities of strangers near the playground area. Note the license number of any strange vehicles around the school grounds and report this information to the office as soon as possible.

All teachers should review with their students at least twice a year (i.e.: beginning of the school year and end of February/beginning of March), the "dangers" that are possible in talking to strangers, accepting food or candy from strangers, and/or accepting rides in vehicles of strangers. The McGruff materials are an excellent resource for this area.

STUDENT ACCIDENTS/ILLNESSES

Students injured in accidents at school should be brought, if possible, to the nurse's office. If the situation is such that an injured student should not be moved, the nurse and/or principal will come to the location of the injured student. If in doubt no staff member shall move an injured student. Notify the office by sending a student to inform the office of the problem or use the intercom system from a classroom.

(Student Accidents/Illnesses continued)

A student who has been seriously injured or taken ill will be given appropriate first aid. An attempt will be made to notify parents/guardians by phone. If this attempt is successful, instructions from the parents/guardians will be requested as to what should be done further for the student.

If the attempt to notify the parents/guardians is unsuccessful, the emergency name and number should be tried. If success is met in this effort, the same request will be made as above. If this attempt is unsuccessful, the injured or ill student's family physician shall be contacted for instructions.

If the attempt to contact the injured or ill student's physician is unsuccessful and there still remains a medical emergency, the student shall be transferred to a hospital or a doctor's office by ambulance. A continued effort to notify the student's parents or guardians will take place until successful contact is made.

A student accident report, if warranted, must be completed by the supervising staff member. The nurse and/or principal will determine if an accident report is warranted. The accident report shall be completed immediately. This procedure is for the protection of the supervising staff member and at the same time documents all factors involved in the accident. Student accident reports are available in the nurse's office.

STUDENT CONDUCT AND DISCIPLINE

Students are expected to be courteous, honest, and considerate of the rights and welfare of others. The teaching staff and your principal are responsible for school discipline along with the students' parents. Close cooperation between all will help us to maintain an effective school climate.

Students are prohibited from the possession of tobacco, the use or possession of alcohol, other controlled substances, or "look alike" substances that appear to be tobacco, alcohol or controlled substances on school property or at any activities sponsored by the school on or off school property.

Students may not possess firearms, knives, fireworks, or related items while on school property or at any activities sponsored by the school on or off school property.

Violation of the above by students will result in disciplinary action. Possession of alcohol, for those under legal age, and/or of a controlled substance may be reported to the local law enforcement authorities.

Corporal punishment defined as the intentional physical punishment of a student is prohibited. However, reasonable physical force may be used upon a student when the use of such force is deemed essential by a reasonable person for the purposes of self-defense, the preservation of order, to quell a disturbance threatening others, to protect school district property, or for the protection of others located on school district property.

STUDENT DISMISSAL - END OF SCHOOL DAY

Bus students will be dismissed at 3:30 PM each school day unless noted otherwise. All bus students will exit from the building using the main entrance by the office area. At the beginning of the school year teachers may want to walk Kindergartners and Grade I students to their bus area for the first two or three days so that these students are familiar with their bus pickup location. These teachers should share the responsibility with each other for this situation and yet provide proper supervision for those students remaining in the classroom.

Student Dismissal continued

Town students will be dismissed at 3:35 PM unless the buses are delayed leaving from the building. If this is the case, town students should be held in their classroom until notified. Town students will be dismissed via intercom call. Town students will exit from the building using the same entrance that the bus students use.

All teachers and staff members are expected to assist in corridor supervision. Students should be informed of the dismissal procedures and the expected behavior from them during the dismissal procedure the first day of school.

STUDENT HOMEWORK

Teachers may assign students homework if the teachers feel it is warranted. Homework assigned should be considered under the following guidelines:

1. Some home preparations by students may be essential in all grades. This homework should have a definite value, be well-planned, and meaningful to the student.
2. Directions must be explicit and ample opportunity should be given each student to clear up any questions concerning the assignment before the assignment is sent home.
3. Any school materials needed by the students to complete homework should be made available to all students and be of the highest quality.
4. Homework should never be assigned for disciplinary reasons nor should it have a disciplinary nature.

STUDENT PROPERTY AT SCHOOL

Students who bring items to school assume all risks associated with that action. Students should not be encouraged to bring personal items to school unless the items are related to specific classroom activities. If a staff member feels that an item or items a student has brought to school is inappropriate or potentially dangerous to the individual student or another person, that staff member may take that item or items from the student. The item or items in contention, especially if it might be potentially dangerous to the student or another person, will be brought to the attention of the principal.

An inappropriate or potentially dangerous item or items will be either be destroyed or returned to the student's parents or guardian. Disciplinary action, if any is necessary, will be determined in an appropriate manner and time.

STUDENTS SELLING THINGS AT SCHOOL

Students are not permitted to solicit or sell merchandise to other students or staff members at school during the school day. All staff members should be aware regarding the "trading" of items between students. This practice should be discouraged.

STUDENT TRANSFER

When a student transfers from Adel Elementary School to another school, the teacher shall complete a student transfer form. This form is available in the principal's office.

Student Transfer continued

The book series used for each subject, the topics and/or pages covered, citizenship and study habits, and other pertinent comments shall be included on the form. Return the copy of the transfer form to the principal's office for the attendance information and principal's signature. The transfer form will be sent along with the student's health and immunization records and cumulative folder to the student's new school upon request from the receiving district.

If students mention to a teacher that they might move or could possibly move, please inform the office. We will do likewise to teachers when we receive information about moving.

Teachers should make sure that all Adel Elementary School materials are returned before a student transfers. Teachers should also see that the transferring student takes all personal items when leaving school. Lunch and/or milk tickets should be sent to the office after the student has used them on the last day he/she is enrolled here. The principal's office will handle all refunds for fees and tickets.

SUPERVISION

Students should never be left unsupervised at any time.

SUPPLIES

Basic teaching supplies are available from the office supply room. We will operate on an honor system. The supplies were ordered for a year. When they are gone, you will have to provide your own supplies or address the situation with Carole Erickson.

Use your materials and supplies wisely. Waste is detrimental to our efforts to budget carefully.

TEACHER ABSENCE

When sickness or other justifiable reasons prevent a teacher from working, the teacher should notify Jamie Jorgensen at 993-3197 or 993-4285 during the school day as soon as possible so that a substitute may be secured. If it is known the evening before that you will not be able to be at work, please call Jamie at that time. This extra notice makes it easier to secure a substitute in almost all situations. Calls for a substitute after 6:15 AM makes it extremely difficult to secure substitutes with that short notice involved.

Substitutes are hired for one day at a time unless prior arrangements have been made. Therefore, it will be assumed that the teacher will return to the classroom the following school day unless the principal hears to the contrary by 3:35 PM on the day of absence. Your principal prefers to keep the same substitute in a classroom rather than employing two or more individuals for the same classroom while the teacher is absent.

At the beginning of school, it is expected that each teacher will prepare for a substitute a daily schedule with time allotments, seating chart(s), and other related information regarding procedures and practices in the classroom. This information should be kept in a folder marked for a substitute teacher and placed in the top right-hand drawer of your desk. Lesson plans, manuals, materials needed for that school day, grade book, and other related information should be readily available for the substitute. Although your principal and the teachers in your area, if there are any, are willing to assist the substitute, circumstances may prevent that from happening. The improper utilization of a substitute teacher wastes a valuable day that is available to us.

Teacher Absence continued

During the first few days of school, discuss the role of a substitute teacher with your class. Make sure they understand that their behavior and attitude is the same with a substitute teacher as it is with you. If you are dissatisfied with the job the substitute did, please report this information to your principal.

Teachers, who have been absent, are to complete a record of absence form upon their return to school. The teacher will receive a copy of the form for his/her records after the form has been signed by the principal and the superintendent.

Teachers may use temporary leave during their planning and break periods, or if some other staff member is willing to cover that teacher's responsibility outside of those periods of time, and if it is not detrimental to either of the teacher's classes, that arrangement will be given consideration by your principal. All temporary leaves must be arranged through the principal beforehand.

TEACHERS' WORKING HOURS

Teachers are expected to be in the building and working with classroom related activities at 7:45 AM. The time before school can be very valuable in ensuring a successful start for class that day.

After the 3:35 PM dismissal time for town students, the remaining portion of the workday is to be spent working with classroom related activities until 3:45 PM.

Changes in the described working hours may be warranted by meetings, weather conditions, school functions, parent-teacher conferences, etc. These changes will be made by your principal and shared with the teaching staff.

Teachers shall attend professional meetings and conferences called by an administrator for coordinating their work in the school program. These meetings may start at 7:45 or later in the morning or extend up to 4:30 in the afternoon (Article 6, Negotiated Agreement).

Teachers will receive an average of thirty minutes for a lunch period over the course of a week's time.

TELEPHONES/INTERCOM SYSTEM

Students will not be permitted to use the telephone during school time, unless absolutely necessary. Likewise, students will not be called to the phone unless the situation demands it. Teachers are to discuss this with their classes at the beginning of the school year.

Teachers receiving calls at school will be contacted at their next break or planning time by the principal's office either by intercom or a written message will be placed in their mailbox. Teachers will not be called to the phone from their class unless an emergency exists.

BOOKS

Proper book care should be emphasized in all classes. Students are responsible for their books, library books, etc. and will be charged accordingly for lost books, for the abuse of books, and other materials. Replacement costs and penalties for damages will be determined and collected by the office.

TORNADO DRILL INSTRUCTIONS

Listed below are the general directions for personal safety in case of a "Tornado Alert".

The signal for a tornado alert will be an announcement on the intercom. In case of an electrical outage, long blasts on compressed air marine horns will be used.

Everyone should remain quiet and calm so that directions can be heard. Everyone should get down on their knees, put their hands over their head, put their head toward the wall, and bend as low as possible. Do not expose yourself in any way to the danger of flying glass.

As soon as the danger has passed, each teacher should immediately account for his/her students. The principal's secretary will contact each teacher immediately after the alert to determine if all are present. If any classroom teacher is indisposed after the tornado has passed, the principal should be notified some way by another adult so he may account for the students and place someone in charge of them. Auxiliary personnel will be used for this.

A check-out system for all students will be used after a tornado. If the buses are operable, country children will be taken home. Each of these children will be checked out through the principal's office. No teacher should release a child from his/her charge unless directed to do so by the principal or his designee.

After the country children have left the school, town children will be released only to a parent/guardian. This will be done through the principal's office.

Rooms with procedures to be followed during tornado/severe storms are listed below.

- 1.----- go to room 3 and sit against north wall.
- 2.----- go to room 3 and sit against north wall.
- 3.----- go to room 3 and sit against north wall.
- 4.----- go to room 3 and sit against north wall.
- 5.----- go to room 3 and sit against north wall.
- 6.----- go to room 3 and sit against north wall.
- 10.----- go to room 16 – media center – sit quietly and wait.
- 11.----- go to room 16 – media center – sit quietly and wait.
- 12.----- go to room 15 – media center – sit quietly and wait.
- 13.----- go to room 15 – media center – sit quietly and wait.
- 14.----- go to room 15 – media center – sit quietly and wait.
- 15.----- sit against south wall.
- 16.----- sit against south wall.
- 20.----- sit against south wall.
- 21.----- sit against south wall.

Tornado Drill Instruction continued

- 22.----- sit against south wall.
- 23.----- sit against south wall.
- 24.----- sit against south wall.
- 25.----- sit against west wall.
- 26.----- sit against south wall.
- 27.----- sit against west wall.
- 28.----- sit against south wall.
- 29.----- sit against south wall.
- 30.----- sit against south wall.
- 31.----- sit against east wall.
- 32.----- sit against south wall.
- 33.----- sit against east wall.
- 34.----- sit against south wall.
- 35.----- sit against west wall.
- 36.----- sit against south wall.
- 37.----- sit against west wall.
- 40.----- sit against south wall.
- 41.----- sit against south wall.
- 42.----- sit against south wall.
- 43.----- sit against south wall.
- 44.----- sit against south wall.
- 45.----- go to room 44 and sit against south wall.
- 50.----- go to room 51 (boys locker room) and sit against east wall.
- 51.----- sit against east wall.
- 52.----- sit against east wall.
- 53.----- go to room 52 (girls locker room) and sit against east wall.
- 54.----- go to room 51 (boys locker room) and sit against east wall.

Tornado Drill Instruction continued

- 55.----- go to room 51 (boys locker room) and sit against east wall.
- 56.----- go to room 51 (boys locker room) and sit against east wall.
- 60.----- go to restrooms and sit against wall.
- 61.----- go to restrooms and sit against wall.
- 62.----- go to restrooms and sit against wall.
- 63.----- go to restrooms and sit against wall.
- 64.----- go to restrooms and sit against wall.

Rooms 23, 27, 33, and 37 should open the north doors, if possible, before the storm strikes.

Volunteers

Volunteers can become an important part of our school. There are many things they can assist with which can help our staff do an even better job teaching our students.

Interested teachers wishing to have volunteers should decide the number they would like to have, the days and times within those days the volunteers could assist, and an indication of what the teacher would want the volunteer to do. Contact your building administrator with your needs.

Volunteers can do such things as developing bulletin boards from teacher directions, work directly with students (work and number flash cards, reading to students, listening to students read), develop learning stations and listening centers per teacher directions, assist with special projects in the classroom, and type items for teachers. Checking students papers would not be an appropriate activity for volunteers and should not be allowed to occur.

Some basic guidelines for a successful volunteer and teacher relationship would include:

1. The ability on the part of both individuals to keep school information confidential.
2. The willingness on the volunteer's part to take direction. Teachers should be prepared to give thorough directions to the volunteer.
3. The need to be prompt from both individuals. If the volunteer or teacher are not ready for each other at the agreed upon time, this information needs to be shared ahead of time.
4. The ability to work harmoniously with each other. In addition, if the volunteer is working directly with students, the ability to work harmoniously with these students is essential.

If, at any time, a concern regarding a volunteer should surface, the teacher should visit with the building administrator at once. Cooperation is a key to a successful volunteer program.