

2022-2023 Staff Handbook

CENTRAL COLUMBIA ELEMENTARY SCHOOL



Vicki Harmon

Central Columbia School District
4777 Old Berwick Road
Bloomsburg, Pa 17815

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MISSION STATEMENT

In a caring and safe environment, Central Columbia School District educates all students for success.

VISION STATEMENT

Central Columbia School District strives to be the best through the continued growth of a rigorous and innovative instructional environment.

BELIEF STATEMENT

1. The needs of all children must drive our educational system.
2. Our schools are committed to excellence in education.
3. Continuous learning is supported through creativity, flexibility, and adaptability to meet the challenges of a changing world.
4. Everyone has worth and shall be treated with respect, courtesy, and dignity.
5. Community, families, students, and staff will:
 - Assume appropriate personal responsibility
 - Be accountable for their performance and actions
 - Communicate and collaborate in decision making

NON-DISCRIMINATION POLICY

Non-discrimination is the policy in the Central Columbia School District. Admission procedures and instructional materials are in accordance with non-discrimination guidelines of the Federal Government and the State of Pennsylvania. Mrs. Fulmer and Mrs. Fish have been designated as Compliance Officers to handle all inquiries or complaints regarding alleged discrimination on the basis of sex, race, or handicap in the education program of the Central Columbia School District. In addition, the Central Columbia School District School Board has amended policy #103. Non-Discrimination and Non-Retaliation in School and Classroom Practices. The policy is available to view in its entirety on the Central Columbia School District website.

BOARD POLICIES

All Central Columbia School District students are subject to the rules and regulations of Board policy and the student handbook for behavior at school, school-sponsored activities, and while traveling to and from school. At various places in this handbook, the Board policy which applies to the information is listed. All Board Policies are located on the District Webpage and in each building. Please call the elementary school office if there are questions about any policy.

Internet address: www.ccsd.cc

BOARD OF SCHOOL DIRECTORS

Chyko, Charles C.
Crawford, Steve – President
Fogarty, Robert J. - Treasurer
Bowman, Adam – Vice President
Klingerman, Virginia

Spicher, Elaine
Rhoads, Bruce E.
Hale, Tyson
Mowery, Tara

Jeffrey Groshek – Superintendent
Thomas Sharrow – Assistant Superintendent
Jennifer Snyder – Director of Student Services
Emily Brockmann – Principal
Brenda Humphrey – Assistant Principal

Nicole Fulmer – School Psychologist
Kristina Unger – Guidance Counselor
Sandra Minnick – IST Coordinator
Vicki Harmon – Principal's Secretary
Lisa Houseknecht – Guidance Secretary
Holly Reffeor – Attendance Secretary

CENTRAL COLUMBIA ELEMENTARY SCHOOL

ADMINISTRATION AND STAFF 2022-2023

ADMINISTRATION: Emily A. Brockmann, Principal

Brenda J. Humphrey, Assisstant Principal

*denotes grade group leader	Total = 94			
PROFESSIONAL STAFF (36)				
Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten
#1132-4B Suzanne M. Kocher (ELA)*	#1216-3B Mary L. Brown (Math)*	#1206-2B Zachary B. Malett	#1108-1B Anna M. Groff	#1121-KB Katherine A. McConaghy
#1138-4L Michael P. Groff (Sci./S.S.)	#1217-3L Tara E.Tokash (ELA/S.S)	#1203-2L Megan E. Welkom	#1102-1L Lyndi N. McDaniels	#1119-KL Leslie L. Siegrist*
#1135-4U Kristen E. Savage (ELA/S.S.)	#1218-3U Beth E. Strayer (ELA/S.S.)	#1204-2U Melissa M. Marmor	#1103-1U Wendy M. Roberts	#1122-KU Dennette M. Yarnell
#1136-4E Morgan E. Fulmer (Math/Sci.)	#1219-3E Catherine M. Wiist (Math/Sci.)	#1205-2E Christine R. Doby	#1105-1E Erika R. Issler	#1123-KE Katie Loughlin
#1137-4J Bethany B. Comstock (Math)	#1220-3J Lindsey E. Gallinot (Math/Sci.)	#1207-2J Alissa R. Tobias	#1109-1J Daphne R. Laidacker	#1117-KJ Cassidy Long
#1133-4A Diane E. Marro (Math/Sci.)	#1221-3A Daniel P. Adams (Sci./S.S.)	#1208-2A Alexandria N. Brown	#1104-1A Carmen R. High	#1118-KA Kelly M. DeGuzis
#1134-4Y Lindsey M. Connolly (ELA/S.S)	#1222-3Y Rebecca M. Farrell (ELA)	#1209-2Y Ruth E. Mausteller*	#1107-1Y Madeleine B. Hughes*	#1124-KY Tonya M. Servose
				#1120-KS Ashton Duke
SPECIALIZED PROFESSIONAL STAFF (26)				
#1223 Sharon Blake	Speech Therapy		#1200 Courtney S. Jarinko	Library Media Specialist
#1007 Officer Bradley	Resource Officer		#1212 Kristen Brazon-Petrick	Art
#1214 Kimberly A. Brewington	Reading Specialist		#1111 Allison Kishbaugh	K-5 Online Learning Academy/ESL
#1131 Shara R. Evanoski	Reading Specialist		#1214 Nicole A. Leshner	Reading Specialist
#1131 Paula S. Faus	Reading Specialist		#1139 Julie Malloy	Learning Support/K-2
#1113 Trudy J. Faux	School Nurse		#1127 Sandra R. Minnick	IST/RTII
#1143 Shari C. Frank	Phys Ed 1		#1101 Kimberly M. Molinaro	Autistic Support
#1112 Nicole L. Fulmer	School Psychologist		#1201 Jamie F. Raski	Elem./M.S. TRT
#1139 Brandon D. Gordner	Learning Support/Grade 4		#1223 Kerry Ridall	Speech Therapy
#1129 Marina D. Gresh	Music		#1142 Kevin Smith	Phys Ed 2
#1111 Jennifer L. Haubert	Community Liaison		#1128 Kristina L. Unger	Elem. School Counselor
#1106 Apryle E. Heintzelman	Life Skills Support		#1140 Charisa M. Yhraes	Emotional Support
#1213 Laura B. Hergan	Learning Support/Grade 3		#1141 Sensory Room/OT	
#1210 Melanie J. Hosler	Computer Science			
CLASSIFIED STAFF (17)				
Learning Support Aides/Co-ops:				
Holly Reffeor	Receptionist	Rebecca Jacobs, K. Co-op.	Lorraine Tewell, Gr. 3 Co-op	Tracy Burnett, Inst. Asst./LSS
Lisa Houseknecht	Guidance Secretary	Melissa Barron, K Co-op	Bree Dawson, Gr. 4. Inst. Asst.	Andrea Davies, Co-op/LSS
Vicki Harmon	Secretary to Principal	Karina Gonder, Gr. 1 Co-op	Julie Hock, Co-op/E. L.S.	Jennifer Priestman, Co-op/A. LS
Danielle Strine	Multimedia Asst. Library	Connie Fritz Gr. 2 Co-op	Tara Davis, Co-op/E. L.S.	Emily Eisenhauer, Co-op/A. LS
Kelly McMahan, K. Instruc. Asst.				
TBD, K. Instruc. Asst.				

Central Columbia School Calendar 2022-2023

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- School Holidays - No School/Offices Closed
- ▲ First Day of School
- ▼ Last Day of School
- Teacher In-Service - No School for Students
- ★ New Staff Orientation
- ◊ Act 80 Day/Teacher In-Service - No School for Students
- Graduation - will be the Saturday after the 179th day of school

July	
4	Independence Day - Offices Closed

August	
5	
19	New Staff Orientation
22-23	Teacher In-Service - No School
25	First Day of School

September	
16	
3	Labor Day - No School/Offices Closed
26-30	Fair Week - No School/Offices Closed

October	
20	
4	MS/HS Progress Reports
31	Teacher In-Service - No School

November	
19	
3	MS/HS 1st Qtr Ends
24-28	Thanksgiving Break - No School/Offices Closed
30	ES Trimester Ends

December	
15	
12	MS/HS Progress Reports
22	Teacher In-Service - No School
23-30	Christmas Break - No School/Offices Closed

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	M	Tu	W	Th	F	Sa
						1
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January	
21	
16	MLK Day - No School/Offices Closed
23	MS/HS 2nd Qtr Ends

February	
19	
17	Act 80 Day/Teacher In-Service - No School
20	President's Day - No School/Offices Closed
24	MS/HS Progress Reports

March	
23	
7	ES Trimester Ends
28	MS/HS 3rd Qtr Ends

April	
17	
6-10	Easter Break - No School/Offices Closed

May	
27	
3	MS/HS Progress Reports
29	Memorial Day - No School/Offices Closed

June	
4	
3	Graduation (tentative)
5	Last Day of School (Unless School Cancellations occur)

School Cancellations will be made up as follows:

- 1st June 6, 2023
- 2nd June 7, 2023
- 3rd June 8, 2023
- 4th June 9, 2023

* Additional school cancellations will extend the school year beyond June 9, 2023.

POLICIES

All District Policies have been placed on the District Webpage. Please become familiar with the policies that impact the job you perform. Not knowing what a policy states will not be a viable excuse for violation of the policy. (304) Board Policies were updated. Also, if you have questions about a policy, please ask for clarification.

JOB DESCRIPTIONS

Job descriptions for the following positions are located online on our website at www.ccsd.cc:

Teacher
Grade Group Leader
Educational Co-op
Instructional Assistant

SCHOOL DAY

All professional staff should arrive in the building no later than 8:15 a.m. and be in their assigned areas no later than 8:25 a.m. Professional staff may leave the building after 3:45 p.m.

Classified staff members work a variety of hours. Their beginning and end times are set by the building Principal and Director of Student Services.

If a staff member must leave the building early or arrive late, permission needs to be obtained from the building principal. A form for requesting this type of change in working hours is available in the office. Please see that any duty you may have at the time requested is covered.

The instructional day for students in grades K to 4 begins at 8:45 a.m. and ends at 3:35 p.m. Elementary students in Pennsylvania are required to have no less than five (5) hours of instruction time daily. Lunch, recess, etc. are considered non-instructional times.

Students may begin arriving in classrooms at 8:25 a.m. and will be dismissed beginning at 3:35 p.m. Sometimes students, who are participating in the breakfast program, may arrive in your rooms later than the desired time of 8:45 a.m. Please do not mark those students as being tardy.

DELAYED OPENINGS/EARLY DISMISSAL

Whenever a delayed start occurs, staff may adjust their arrival time accordingly as per contract or Agreement. For example, if your starting time is normally 8:15 a.m., and there is a 1-hour delay, the adjusted starting time will now be 9:15 a.m.

When an early dismissal occurs, classroom teachers may depart as soon as the last students in their classrooms have departed. All other staff, not assigned to homerooms, may leave at the completion of their duties or when the main contingent of busses has departed. Further information is contained in the student handbook. Support Staff will follow the Support Personnel-Non Bargaining Agreement.

If an early dismissal is scheduled, the lunch schedule will be adopted by the building principal and shared with Grade Group Leaders for dissemination.

STAFF ABSENCES

Whenever a staff member must miss work due to illness or any other reason that required a substitute, the staff member should call 570-784-2850 Ext. 1555 and leave a message between 5:30 a.m. and 6:00 a.m., if possible. When calling, please say your name, full-day or half-day AM or PM, and how you are taking the day. IF NOTICE CAN BE GIVEN THE EVENING BEFORE, PLEASE DO SO. If you call the machine after 7:00 a.m., please call the school again after 7:45 a.m. Also, enter your time off in FIS.

Professional staff is responsible for having lesson plans, a seating chart, schedule, medical information, building security procedures (red folder), and other pertinent information available for the substitute.

Whenever a staff member is absent and expects that absence to continue for a second day, please call the Principal's Secretary in the school office prior to 3:00 p.m.

Whenever a staff member takes an emergency or personal day, the request must be submitted to the building principal at least 24 hours beforehand for a Personal Day. Personal Days will only be reserved after the request has been made. Please follow the guidelines for the use of this time, as outlined in the contract or agreement, which you follow.

LUNCH PERIODS

All teachers have a 30-minute duty free lunch period daily. Teachers who choose to leave the school grounds during that time need to sign out in the office.

OUT OF DISTRICT CONFERENCES/MEETINGS

Professional staff wishing to attend a conference or meeting should complete the online Out of District Meeting or Conference Travel Application and Approval Kissflow/Workflow.

All requests must be submitted for Board approval; therefore, they must be submitted to the principal's office at least one day prior. (Refer to the Board Meeting schedule and submit by noon on Wednesday before the next scheduled Board Meeting and before the conference.)

To receive reimbursement for expenses, the staff member must, within two weeks of the conference or meeting, complete an online Out of District Meeting or Conference Request for Payment Kissflow/Workflow. No reimbursement will be approved without the necessary receipts. Reimbursement should not exceed the amounts approved on the Out of District Meeting or Conference Travel Application and Approval Form.

Requests for support staff to attend conferences are handled on an individual basis by the Principal and Director of Special Education. The forms completed by professional staff are required of support staff, also.

PLAYGROUND AND DUTY ASSIGNMENTS

The Grade Group leader makes assignments of playground duties. All staff members assigned to the type of duty are expected to meet their obligations conscientiously.

Classified staff members are assigned to other duties by the building principal. Please do not alter the schedules of responsibilities.

In the event of inclement weather, including cold weather, each Grade Group Leader will decide as to whether there will be an outdoor recess or not. This decision should be made within 10 minutes of the beginning of the recess period, shared with all staff members, and complied with by all involved. If the Grade Group Leader does not indicate otherwise, it can be assumed there will be an outdoor recess.

STUDENT SUPERVISION

All students must be under a school employee's supervision at all times.

No students should ever be left unattended in a classroom or other area, unsupervised at recess or any other time of the day. A liability suit for negligence may be the result should anything happen to a child while the teacher is responsible for him/her and is not present to supervise.

During recess, students who are legally excused, who have work to complete, or have lost recess privileges will need to be supervised in a classroom by a staff member. The Grade Group Leader will assign this duty. Any work required of a student during an indoor recess period should be of educational benefit and should not be used as punishment.

In keeping with the concept of all students being supervised at all times, no student should be placed outside a classroom door for any reason.

Volunteers may not assume the supervisory duties of paid staff members. While volunteers may assist the school employee, the students must always be under the direct supervision of the school employee.

TEXTBOOKS

The Board of School Directors adopts textbooks on the recommendation of the Act 48 Committee.

Teachers should keep an accurate record of books assigned to each student. Students who lose or damage books may be assessed the value of the book or pro-rated cost of the damage.

All books should be stamped with the "School Property" stamp and numbered.

PLANNED COURSES

It is the duty and responsibility of each teacher to be familiar with and to follow the curriculum maps and state standards for each subject taught. Evaluation of student achievement should be based on the course assessment and /or state standards. It is important for students to receive timely feedback for their work. All assessments/assignments must be graded and returned to the student within two weeks of when it was handed-in to the teacher.

FIELD TRIPS

Grade Group Leaders have the requirements and procedures to be used when requesting a field trip. All field trip requests should be sent to the principal's office by the Grade Group Leader with a written instructional plan to the principal. Because of busing students to and from the Middle School, two different grades cannot go on a field trip on the same day.

Field Trips must have Board approval and, therefore, are subject to being submitted before a scheduled Board Meeting.

STAFF MEETINGS

Staff meetings will be scheduled as needed.

Grade Group Leaders will meet with the principal on the second Wednesday of every month. Grade Group Leaders will share the information with their teams as soon as possible. Minutes of those meetings will be emailed to all staff.

SCHEDULES

Copies of the Bell Schedule, the 6-day schedule, and the lunch line schedule are located in the Schedule section in the back of the handbook.

On the first day of school, all staff members will receive a copy of the master schedule sheet. Please complete the sheet and return it to the office by the end of the first week of school.

LESSON PLANS

All elementary teachers are required to maintain lesson plans, which include enough detail so that they could be interpreted by a substitute if needed. Please make sure plans include your red Building Security Procedure folder and necessary instruction for the substitute. Plans should include specific subject areas and times of each activity.

All lesson plans should be directly related to the adopted curriculum and based on those objectives and outcomes.

MAILBOXES/EMAIL

All staff should check their mailboxes in the office at least twice daily. Additionally, since much information is disseminated through the use of email, all staff should check their email accounts daily.

All teachers are encouraged to place their classroom keys in their mailboxes when leaving the building.

PARENT CONFERENCES

Parent conferences will be held during the first trimester. The date is listed on the tentative activity school calendar. Teachers may schedule other conferences as warranted.

INCLUSION

The term 'inclusion' as applied to special needs (students identified with special needs) has meanings and definitions that often vary from one district to another as well as from one professional to another. In order to understand what inclusion means at Central Columbia Elementary School, the following definition applies:

Inclusion means including as many students who are identified with special needs as possible in regular classrooms provided that it is mutually beneficial for all pupils in those classrooms.

This inclusion philosophy is also extended to pupils receiving Title I services, such as reading intervention. To accomplish this, a cadre of support personnel, which includes special education and reading specialists, co-ops, and aides are assigned to work with certain teachers who provide classroom services to those children. These staff members consult with, assist, collaboratively plan, and cooperatively teach with regular classroom teachers to maximize the educational successes of the special needs and remedial students as well as all other pupils in those classrooms.

SPECIAL EDUCATION

The Central Columbia Elementary School's approach to educating students with special needs is based upon the philosophy of inclusion. To that end, all identified students with special needs, except for a few whose IEP's indicate otherwise, are placed in regular classrooms and are an integral part of the student body of those classrooms. Placement of students with special needs in regular classrooms varies since it is based on individual student needs. Some classrooms may have only one student with special needs, and others may have three or four, while other classrooms may have none. To maintain heterogeneous classes, however, Central Columbia Elementary School's practice is to ensure that students with special needs membership never exceeds twenty percent of the student population in any one class.

Central Columbia Elementary School's students with special needs services come mainly through the efforts of their regular classroom teachers. The regular classroom teachers who have students with special needs in their classes, however, do receive support from instructional aides, as well as from certified special education teachers, who not only serve as consultants to the classroom teachers but also participate in providing direct services to the students with special needs. In providing services for students with special needs, flexibility, and consideration of individual needs is the standard for the special education teachers. In some cases, they may be working side by side with the regular classroom teacher in cooperative teaching situations. In other cases, they may be providing individual student assistance or making appropriate adaptations for students with special needs. Still, in other cases, they may pull selected students with special needs for special group instruction outside of the classroom. In such situations, every effort is made to maintain flexible groups, as well as flexible times, so as not to establish a routine of pulling any pupils from their classrooms on a regular basis.

Instructional assistant support for the classroom teacher is always given in the classroom under the guidance of the special education teacher. Instructional assistants, while in the classroom, may work directly with individual students with special needs or may be involved in adapting written work for them. Instructional assistants may also assist any other child that is in a classroom without consideration as to whether or not they have an IEP.

In no case, should the instructional assistant be instructing an entire class while the teacher performs other tasks. Likewise, in no case, except an emergency, should the classroom teacher leave the classroom while the instructional assistant is present.

GIFTED EDUCATION

The Central Columbia School District's Elementary Gifted Program is designed to service pupils in Grades K to 4.

This program is called a gifted education program in that it is intended to enrich beyond the regular curriculum. Pupils who are participating in this program must be identified as Gifted throughout the evaluation process.

Criteria for admittance into the elementary enrichment class is as follows:

1. In accordance with state standards for special class placement, any child who has been evaluated by a qualified school psychologist and has been found to have an overall intelligence Quotient of 130 will be placed in the elementary gifted education class, provided the child's parent or guardian signs the appropriate papers.
2. If any teacher suspects a child might be a candidate for the Gifted Program, he/she should contact the elementary counselor, who will screen the student before contacting the child's parents of making other contacts. Many times a high achieving child tested in previous years and did not qualify, but the current teacher is unaware of that. In any case, the counselor can usually provide information that is restricted to her confidential files.

ADDITIONAL SERVICES FOR CHILDREN EXPERIENCING DIFFICULTY

Anytime a teacher is concerned about a student's academic, social, and emotional progress, she/he can complete an "Expression of Concern" form (located in the office) and forward it to the principal. Upon review, the principal may forward the expression of concern to a variety of individual and /or team supports that are available in the Elementary School. These include but are not limited to:

Individual Supports

Elementary School Counselor
School Nurse
Assistance Principal
Community Liaison

Team Supports

SAP Team (Student Assistance Program)

This program is designed to assist students and their families with mental health issues. Parent permission must be obtained in order to implement a SAP Plan

IST Team (Instructional Support Team)

This program is designed to assist students and their families with academic issues, including behaviors that are directly interfering with learning.

Other Supports that can be accessed through the IST Team

Speech Therapist
Occupational Therapist
Physical Therapist
School Psychologist

The teacher submitting the referral will, if a team approach is utilized, become a part of the educational team, which may include but may not be limited to any of the following individuals: principal, assistant principal, Instructional Support Teacher, counselor, nurse, school psychologist. Parents will also be an integral part of educational teams.

ALL Educational Team and Individual Support discussions involving students and/or their families are **TOTALLY CONFIDENTIAL**. No information discussed in these meetings should be discussed with individuals other than those directly involved in the team and/or those identified by the team and or individual supports to receive information. Information should only be shared in the context of formal settings designed for the purpose of problem-solving.

CAFETERIA ACCOUNTS

Classroom teachers will collect lunch money envelopes and forward those to the office in the envelope provided. Classroom teachers will forward a lunch count daily through the use of the SIS (Sapphire) program. In the event that the computerized system does not work, please send a lunch count to the office on paper by 9:00 a.m.

All students will use a PIN to access the cafeteria's computerized system. Young children may need help from their classroom teachers while learning their PIN numbers.

PARENT/STUDENT HANDBOOK

All staff members should review the Student Handbook online. Please become familiar with the data in this handbook.

CALENDARS

A school calendar is included at the beginning of this handbook.

Each month, the principal's office will provide students and staff with an updated activity calendar. Please note that changes may occur as needed.

HOLIDAY PARTIES

Holiday classroom parties are held three times during the school year. Those dates are included in the activity calendar. Parties should be during the last hour of the school day. Students who may not participate due to family customs or beliefs should be given other activities to do. Specialists and support staff will assist in the supervision of these children.

If a class scheduled with a specialist is scheduled for the same time as the party, the classroom teacher and specialist may reschedule the class if time allows.

GENERAL DISCIPLINE RECOMMENDATIONS

The administration of the Central Columbia Elementary School recognizes that the educational process cannot progress at the optimal level unless student discipline is also progressing at the same level.

It is also recognized that just as adults come to work with problems on their minds, so do children come to school in the same manner.

Children, however, rarely have the sophistication to shed a problem and concentrate fully on their schoolwork, nor do they often know how to appropriately express their frustrations.

It is the responsibility of each teacher to without judicious attempt to determine the reason for individual misbehavior and to deal with it appropriately.

No one can deal with classroom misbehavior better than the individual classroom teacher her/himself. While each teacher will develop her/his own style of maintaining discipline, the following is offered for consideration:

1. Do deal with the problem. Putting it off will only make it intensify.
2. Do not permit your disturbance or anger to control your professional judgment.
3. When disciplining a child, whether through verbal or other means, do not degrade or embarrass that child in front of her/his peers, or for that matter, yours.
4. Always let the child know that you dislike a certain behavior that he/she has displayed, and not the child her/himself.
5. Do use the least punitive action necessary on a first time misbehavior. Don't over-react.
6. Let the disciplinary action fit the offense.
7. Be sure to be knowledgeable about board policy and administrative directives regarding discipline.
8. Be sure, if you wish to have the backing of the board and administration, to follow those policies and directives.
9. Analyze if you are not a cause of the misbehavior, either directly or indirectly.
10. Know yourself. Is something a child did yesterday that was not disturbing to you now very disturbing? Why?
11. Be consistent in your expectations and demands.
12. Let the children know your expectations and reinforce that knowledge from time to time. Don't set your rules the first week of school and then expect the children to remember them, without reinforcement, for the rest of the year.
13. Do not involve the principals in your discipline unless it is an absolute emergency that you cannot handle yourself.
14. Never threaten or promise anything you cannot do.
15. Don't expect that you can solve every problem yourself. Know when to seek help and from whom to seek it.
16. Be sure to keep simple records of misbehavior and discipline actions.
17. Be sure to communicate with a child's parents. Preventative measures will be more effective than desperation measures.
18. Of the following alternatives available to you, consider which should be the first, second, third, ect., to utilize:
 - a. Overlooking the misbehavior
 - b. Giving a verbal reprimand
 - c. Taking away privileges
 - d. Calling parents
 - e. Lowering a conduct grade
 - f. Establishing a behavioral modification system
 - g. Utilizing a detention system
 - h. Withdrawing certain privileges
 - i. Referring to the counselor
 - j. Referring to the principal, who may ultimately temporarily suspend

19. Do not send the child to “the office.” This office is an inanimate object that is not designed to evaluate behavior and deal with discipline. Send the child to the principal with an explanation of your concern.
20. Do not attempt to bring children to the school secretaries. Their job description does not involve discipline, and it instills an incorrect image of a school secretary in the minds of the children.

At Central Columbia Elementary School we follow a proactive approach to student discipline. The Central Columbia School District does not use Corporal Punishment as a form of discipline. Please familiarize yourself with our Schoolwide Positive Behavioral Support Handbook on the following pages.

PLAYGROUND/PAVILION

Recess times are as follows:

A.M.:		P.M.:	
10:20-10:40	Kindergarten	12:25-12:45	Grade Kind.
10:55-11:15	Grade 1	1:00-1:20	Grade 3
11:30-11:50	Grade 2	1:20-1:40	Grade 4
		1:45-2:05	Grade 2
		2:10-2:30	Grade 1

Please follow the scheduled times so that everyone has access to the playground and the equipment during their recess times.

Pavilion

- For snacks and shade during all recesses.
- Benches are for sitting on, not walking on.
- No laying or standing on tabletops.
- Walk Area – No running or chasing others through it.
- Clean up after yourself.

**CENTRAL COLUMBIA
SCHOOL DISTRICT**

BUILDING SECURITY PROCEDURES

**EMERGENCY SITUATIONS
CRISIS SAFETY TEAMS
BOMB THREATS
LOCKDOWNS
CALLING 911
FIRE ALARMS/DRILLS
HIGH WINDS**

(Section 7)

COMMUNICATION DURING EMERGENCY SITUATIONS

No plan can anticipate all possibilities however, these procedures will help us communicate in the event of a critical incident.

- 1.) The District Office will be contacted to lock-down globally and the building custodian will double check all doors, and only allow school district or police personnel to enter.
- 2.) Building receptionist will be ready to receive information via the intercom.
- 3.) The principal's secretary, after discussion with the principal/designee, will contact the necessary police agencies and the district office, and have building maps ready for police.
- 4.) Where possible, faculty will be kept informed via email.
- 5.) If the building is evacuated, teachers should bring red folders (containing class rosters and building security procedures) outside with them.
- 6.) All district two-way radios will be placed on Channel 1.
- 7.) The **ALL CLEAR** signal will be announced over the PA system by a crisis/safety team member or other authorized person (District Office staff, administrator or police).
- 8.) **DO NOT** respond at your classroom to someone (parent, adult or student) who you do not know or who is not identified as a safety team member, administrator, or police officer!!!

CRISIS/SAFETY TEAMS

Upon announcement from office “EXTERNAL OR INTERNAL LOCKDOWN”, the following people will report to the main office (if possible and if personal safety is not at risk) or designated room for support in a critical incident:

<u>Elementary</u>	<u>Middle School</u>	<u>High School</u>	<u>District Office</u>
Emily Brockmann	Laurie Aten	Jason Bartholomew	Steve Dolak
Brenda Humphrey		Doug Brown	Rosey Tretter
Sandra Minnick	Principal/Assistant	Adam Comstock	
Trudy Faux	Jen Fisher	Jan Dubbs	Dwayne Prosceno
Kristina Unger	Heidi Henry	Chris Snyder	Superintendent
Officer Bradley	Kim Gibble	Jim Murtin	
Matt Reichard	P.E.	Kevin Morgan	
Catherine Wiis	Jeremy Freeman	Kaitlin Thursby	
Diane Marro	Donna Rhodomoyer		
Courtney Jarinko			
Shari Frank			

Responsibilities of Crisis/Safety Team Members

1. Control students/staff
2. Check for locked doors
3. Help evacuation
4. Escort police
5. Handle media/police
6. Respond to classroom with out of control student/parent
7. Other duties as needed

General Ideas on Building Safety

1. Supervise
2. Be visible outside classrooms
3. Report all threats or inappropriate comments to the office
4. Know your students, all of them
5. Trust your instincts
6. Report all visitors, without a nametag to the office immediately. If comfortable, politely ask them if you can be of assistance and be of help and explain our procedures for signing into the building
7. Keep your door/room locked when you are not in it
8. When having students outside, watch the grounds for unusual events or persons not generally around.

EXTERIOR AND INTERIOR LOCKDOWNS

In the case of a critical incident, one of the following announcements will be made from the office: (Announcements will be repeated two times so that everyone will hear them.)

1. **“We are in an exterior lockdown. Would the crisis team please report to the main office.”** (This announcement indicates possible problem outside the building.)

- a. Locked doors to the building will be double checked and persons entering the front doors will be screened.
- b. No one will be permitted to leave the building.
- c. If students or teachers are outside of the building and hear this announcement, they are to immediately re-enter the building.
- d. Business inside the building will go on like normal.
- e. The members of the crisis team will report to the main office.

2. **“We are in an interior lockdown.”**

(This announcement indicates that there is an immediate threat to the safety of everyone inside the building.)

- a. Teachers should keep students in their classrooms and remain with students.
- b. Teachers will immediately lock their classroom doors, close all exterior windows and move students in your room away from accessible line of sight until notified via the PA System or office staff.
- c. Teachers will take attendance and report any missing students to the office through the intercom, if possible.
- d. Teachers with students in open areas should immediately move students to a secure classroom/area.
- e. The crisis team will report to the main office or other designated area if possible and if personal safety is not at risk.

In any event:

1. The building custodians will lock the front doors, double check remaining doors, and only allow school district personnel or police to enter.
2. Building receptionist will be ready to receive information via the intercom.
3. The principal’s secretary will contact the necessary police agencies, the district office, and have building maps ready for police.
4. Where possible, faculty will be kept informed via the PA System.
5. If the building is evacuated, teachers will bring red folders with them.
6. All district radios will be placed on channel one and be monitored by personnel designated by Principal.

BOMB THREATS

-
- A. Secretary/Teacher/Administrator receives call, note, e-mail, etc., regarding bomb threat. Immediately refer and adhere to procedures under the telephone.
-
- B. If the building is to be evacuated because of a bomb or threat of explosion the following announcement will be made:
-

“All students and staff, your attention please. It is necessary to exit the building for a short period of time. Please follow the evacuation plan and walk quickly to the exit. Thank you.”

We will not use the fire alarm.

When this announcement is made, all individuals should know they might be walking to another designated building or location until the building in question is cleared or school dismissal occurs.

-
- C. Go to fire drill locations (far away from the building) until further information is given. If it is decided not to re-enter the building in question go to these locations (or others as announced):
-

Elementary Students will go to the Football Stadium or Middle School Gym (inclement weather).

Middle School Students will go to the Football Stadium or Elementary School Gym (inclement weather).

High School Students will go to the Football Stadium or Elementary School Gym (inclement weather).

*Before students enter alternate locations, each area must be quickly checked for any safety concerns.

D. *Bring class rosters with you to take attendance.*

E. *Do not allow students to take book bags, etc.*

F. *Do not touch electrical and electronic devices. Do not turn them off or on. All transmissions out of the building in question will be over hard-wired telephone.*

9-1-1 POLICY

In an emergency, every effort should be made to contact main office or Principal. However, in a critical incident (shooting, stabbing, immediate life threatening situation), all staff are authorized to call 9-1-1, and then, if possible, contact the main office.

Besides the main office area, emergency phones are available in the following locations:

Elementary School

Haubert/Kishbaugh 1111
2nd Floor Fac. Room 1211
Gym Offices 1143, 1142
Nurse 1113
Minnick 1127
Guidance 1128
Library 1200
Office 1000
Repro/Copy room 1110
Cafeteria 1145
Principal 1004
Assistant Principal 2104
Psychologist 1112
Community Liaison/Resource Officer 1115
Custodial Room 1010
Computer Lab 1224
Speech 1223
ESL 1230
Yahraes 1140

Middle School

All Rooms Have Phones

High School

If you call 9-1-1, be sure to say:

1. Your Name
2. The location, "Central Columbia Elementary, Middle, or High School"
3. Nature of Crisis

Do not assume the main office has been able to contact 9-1-1 if you cannot contact the main office!

FIRE ALARM/ FIRE DRILLS

In response to a fire alarm:

1. Quickly remind students of designated exit route in fire exit plan.
2. Instruct students to walk quietly and as rapidly as possible out of the building to designated area. Assist non-ambulatory students to safety.
3. Before leaving the classroom:
 - Close all windows
 - Turn off all lights, equipment and other fuel sources
 - Take RED emergency folder with you
 - Close classroom doors
4. Do not evacuate toward smoke-filled areas.
5. Take attendance in the designated area.
6. IMMEDIATELY alert administration of any missing students.

In the event of a fire or explosion:

1. Set off the nearest fire alarm to begin evacuation of the building.
2. Notify the principal's office of the exact location of the fire or damage.
3. Have trained personnel attend to the injured.
4. Assist in evacuation of students according to fire drills.

If a person's clothes catch on fire:

1. If another: Yell to the victim: **"STOP, DROP, ROLL on the ground"**.
If self: **STOP, DROP, and ROLL on the ground.**
2. Do not allow victim to run.
3. Roll the victim to put out the fire or throw a blanket over the victim to smother the fire.
4. Direct someone to call the school nurse (if off site call 911).
5. Direct someone to call the main office (office personnel call 911).

HIGH WINDS – Tornado, etc.

If the National Weather Service contacts the school with such a warning, an announcement will be made that we are having an **"inside the corridor bad weather drill"**. For such a drill, teachers should have their class go from their rooms into the corridor and face a windowless wall. As the storm approaches, students would get down on their knees holding their hands over their heads with their head down and stay that way until the drill is over.

POLICY MANUAL

Non-discrimination/Discriminatory Harassment

Book	Policy Manual
Section	100 Programs
Title	Nondiscrimination/Discriminatory Harassment - School and Classroom Practices
Code	103
Status	Active
Adopted	August 14, 2017
Last Revised	April 15, 2019

Authority

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)

The district strives to maintain a safe, positive learning environment for all students that is free from discrimination. Discrimination is inconsistent with the educational and programmatic goals of the district and is prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity.

The district shall provide to all students, without discrimination, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages students and third parties who believe they or others have been subject to discrimination to promptly report such incidents to designated employees, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

Retaliation

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or for opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

Definitions

Discriminatory Harassment

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, handicap/disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf. [\[20\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)

For purposes of this policy, **harassment** shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Sexual Harassment

Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, **sexual harassment** shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
2. Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or

3. Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or
4. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.

Federal law declares sexual violence a form of sexual harassment. **Sexual violence** means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Human Resources Director as the district's Compliance Officer. All nondiscrimination notices or information shall include the position, office address, telephone number and email address of the Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.

The Compliance Officer is responsible to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provision of training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related areas.
6. Student Evaluation - Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Complaints - Monitor and provide technical assistance to building principals or designee in processing complaints.

The building principal or designee shall be responsible to promptly complete the following duties upon receipt of a report of discrimination or retaliation from a student, employee or third party:

1. If the building principal is the subject of the complaint, refer the complainant to the Compliance Officer to carry out these responsibilities.
2. Inform the complainant about this policy including the right to an investigation of both oral and written complaints of discrimination.
3. Seek to obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18). Inform parents/guardians of the complainant that the complainant may be accompanied by a parent/guardian during all steps of the complaint procedure. When a parent/guardian requests confidentiality and will not consent to the alleged victim's participation in an investigation, explain that the school shall take all reasonable steps to investigate and respond to the complaint consistent with that request for confidentiality as long as doing so does not preclude the school from responding effectively to the discrimination and preventing discrimination of other students.
4. Provide relevant information on resources available in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
5. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another district employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual. When a parent/guardian has requested confidentiality and will not consent to the alleged victim's participation in an investigation, the Compliance Officer shall provide the parent/guardian with a letter containing information related to the district's legal obligations to conduct an investigation and address violations of this policy, and any other information appropriate to the specific complaint.
6. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation.

Guidelines

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal. Any person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.[27]

If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.

The complainant or reporting employee may be encouraged to use the district's report form, available from the building principal or Compliance Officer, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

Step 2 - Investigation

The Compliance Officer shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.[27][28][29]

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Step 3 - Investigative Report

The investigator shall prepare and submit a written report to the Compliance Officer within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the

anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the accused shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written report to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be notified of the individual remedies offered or provided to the complainant.[30][31][32]

Step 4 - District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent.
2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The person handling the appeal shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

Legal

1. 20 U.S.C. 1681 et seq
2. 22 PA Code 12.1
3. 22 PA Code 12.4
4. 22 PA Code 15.1 et seq
5. 22 PA Code 4.4
6. 24 P.S. 1301
7. 24 P.S. 1310
8. 24 P.S. 1601-C et seq
9. 24 P.S. 5004
10. 29 U.S.C. 794
11. 42 U.S.C. 12101 et seq
12. 42 U.S.C. 1981 et seq
13. 42 U.S.C. 2000d et seq
14. 43 P.S. 951 et seq
15. Pol. 103.1
16. Pol. 218
17. Pol. 247
18. Pol. 249
19. U.S. Const. Amend. XIV, Equal Protection Clause
20. 29 CFR 1604.11
21. 29 CFR 1606.8
22. Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
23. Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
24. Office for Civil Rights - Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability (Oct. 26, 2010)
25. Office for Civil Rights - Resources for Addressing Racial Harassment
26. Office for Civil Rights - Revised Harassment Guidance: Harassment of Students by School Employees, Other Students or Third Parties Title IX (January 2001)
27. Pol. 806
28. 18 Pa. C.S.A. 2709
29. Pol. 815
30. Pol. 216
31. 20 U.S.C. 1232g
32. 34 CFR Part 99
- 28 CFR Part 35
- 28 CFR Part 41
- 34 CFR Part 100
- 34 CFR Part 104
- 34 CFR Part 106
- 34 CFR Part 110
- Pol. 113
- Pol. 122
- Pol. 123
- Pol. 138
- Pol. 701

DAILY BELL SCHEDULE

<u>BELL RINGS IN</u>	<u>TIME</u>	<u>TO SIGNAL</u>
ENTIRE BUILDING	8:15 A.M.	Teachers' 7 1/2 hour work day begins
ENTIRE BUILDING	8:25 A.M.	Doors open - Breakfast/Homeroom Period
ENTIRE BUILDING	8:45 A.M.	Students in homeroom
ENTIRE BUILDING	8:47 A.M.	Opening Exercises/Instruction Begins
KINDERGARTEN	10:20 A.M.	Kindergarten Recess Begins
PLAYGROUND/K	10:38 A.M.	Kindergarten Recess Bell/Recess for K Ends at 10:40
KINDERGARTEN	10:45 A.M.	Kindergarten Lunch Begins
GRADE 1	10:55 A.M.	Grade 1 Recess Begins
PLAYGROUND/GRADE 1	11:13 A.M.	Grade 1 Recess Bell/Recess Ends for Gr. 1 at 11:15
CAFETERIA/KIND.	11:15 A.M.	Kindergarten Lunch Ends/Kindergarten Instruction Begins
GRADE 1	11:20 A.M.	Grade 1 Lunch Begins
GRADE 2	11:30 A.M.	Grade 2 A.M. Recess Begins
PLAYGROUND/GRADE 2	11:48 A.M.	Grade 2 A.M. Recess Bell/Gr. 2 Instruction Begins at 11:50
GRADE 2	11:55 A.M.	Grade 2 Lunch Begins
CAFETERIA/GRADE 1	11:50 A.M.	Grade 1 Lunch Ends/Gr. 1 Instruction Begins
CAFETERIA/GRADE 2	12:25 P.M.	Grade 2 Lunch Ends/Gr. 2 Instructions Begins
GRADE 3	12:30 P.M.	Grade 3 Lunch Begins
KINDERGARTEN	12:25 P.M.	Kindergarten P.M. Recess Begins
PLAYGROUND/KIND.	12:43 P.M.	Kindergarten P.M. Recess Bell/K Instruction Begins at 12:45
GRADE 4	12:50 P.M.	Grade 4 Lunch Begins
CAFETERIA/GRADE 3	1:00 P.M.	Grade 3 Lunch Ends/Gr. 3 Instruction Begins
GRADE 3	1:00 P.M.	Grade 3 Recess Begins
PLAYGROUND/GRADE 3	1:18 P.M.	Grade 3 Recess Bell/Recess Ends for Gr. 3 at 1:20
CAFETERIA/GRADE 4	1:20 P.M.	Grade 4 Lunch Ends
GRADE 4	1:20 P.M.	Grade 4 P.M. Recess Begins
PLAYGROUND/GRADE 4	1:38 P.M.	Grade 4 P.M. Recess Bell/Gr. 4 Instruction begins 1:40
GRADE 2	1:45 P.M.	Grade 2 P.M. Recess Begins
PLAYGROUND/GRADE 2	2:03 P.M.	Grade 2 P.M. Recess Bell/Gr. 2 Instruction Begins at 2:05
GRADE 1	2:10 P.M.	Grade 1 P.M. Recess Begins
PLAYGROUND/GRADE 1	2:28 P.M.	Grade 1 P.M. Recess Bell/Gr. 1 Instruction Begins at 2:30
ENTIRE BUILDING	3:35 P.M.	End of Instructional Day/Dismissal Begins
ENTIRE BUILDING	3:45 P.M.	Teachers' 7 1/2 hour work day ends

VH 8/22

INSTRUCTIONAL TIME SCHEDULE FOR KINDERGARTEN

FEATURES:

Teachers' Day Begins	8:15	
Teachers' Planning Period	8:15 - 8:25	
Breakfast/Homeroom Period	8:25 - 8:45	(20 min.)
Opening Exercises	8:47- 8:50	(03 min.)
Outside Lunch Recess/Lunch	10:20 - 11:15	(55 min.)
Outside PM recess	12:25 – 12:45	(20 min.)
Teachers' Day Ends	3:45	

8:25 - 8:45	BREAKFAST/HOMEROOM PERIOD	NON-INST. TIME	(20 min.)
8:47 - 8:50	Opening Exercises	INST.TIME	(03 min.)
8:50 - 10:20	Classroom Instruction	INST.TIME	(90 min.)
10:20 - 11:15	RECESS/LUNCH	NON-INST. TIME	(55 min.)
11:15-11:20	Travel from lunch to classroom	NON-INST. TIME	(5 min.)
11:20 - 12:20	Classroom Instruction	INST.TIME	(60 min.)
12:20 – 12:25	Classroom Instruction	INST. TIME	(5 min.)
12:25 – 12:45	RECESS	NON-INST. TIME	(20 min.)
12:45 – 1:35	Classroom Instruction	INST.TIME	(50 min.)
1:35 – 3:35	Classroom Instruction/Specialists' Classes	INST. TIME	(120 min.)
3:35	DISMISSAL BEGINS		
3:45	Teachers' 7 1/2 hour work day ends		

STUDENTS' INSTRUCTIONAL TIME	5 HRS. 28 MIN.
STUDENTS' NON-INSTRUCTIONAL TIME	1 HR. 40 MIN.
STUDENTS' TOTAL TIME	7 HRS. 8 MIN.

VH-8/22

INSTRUCTIONAL TIME SCHEDULE FOR GRADE 1

FEATURES:

Teachers' Day Begins	8:15	
Teachers' Planning Period	8:15 - 8:25	
Breakfast/Homeroom Period	8:25 - 8:45	(20 min.)
Opening Exercises	8:47- 8:50	(03 min.)
Outside Recess/Lunch	10:55 – 11:50	(55 min.)
Outside PM recess	2:10 – 2:30	(20 min.)
Teachers' Day Ends	3:45	

8:25 - 8:45	BREAKFAST/HOMEROOM PERIOD	NON-INST. TIME	(20 min.)
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8:47 - 8:50	Opening Exercises	INST.TIME	(03 min.)
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8:50 – 10:55	Classroom Instruction	INST.TIME	(125 min.)
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10:55 – 11:50	RECESS/Lunch	NON-INST. TIME	(55 min.)
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11:50 – 12:40	Classroom Instruction	INST.TIME	(45 min.)
12:40 - 2:10	Classroom Instruction/Specialists' classes	INST. TIME	(90 min)
2:10 – 2:30	RECESS	NON-INST.TIME	(20 min.)

2:30 - 3:35	Classroom Instruction	INST.TIME	(65 min.)
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3:35	DISMISSAL BEGINS		
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3:45	Teachers' 7 1/2 hour work day ends		
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STUDENTS' INSTRUCTIONAL TIME	5 HRS. 33 MIN.
STUDENTS' NON-INSTRUCTIONAL TIME	1 HR. 35 MIN.
STUDENTS' TOTAL TIME	7 HRS. 8 MIN.

INSTRUCTIONAL TIME SCHEDULE FOR GRADE 2

FEATURES:

Teachers' Day Begins	8:15	
Teachers' Planning Period	8:15 - 8:25	
Breakfast/Homeroom Period	8:25 - 8:45	(22 min.)
Opening Exercises	8:47 - 8:50	(03 min.)
Outside Lunch Recess/Lunch	11:30 – 12:25	(55 min.)
Outside PM recess	1:45 - 2:05	(20 min.)
Teachers' Day Ends	3:45	

8:25 - 8:45	BREAKFAST/HOMEROOM PERIOD	NON-INST. TIME	(20 min.)
8:47 - 8:50	Opening Exercises	INST.TIME	(03 min.)
8:50 – 11:30 min.)	Classroom Instruction/Specialists' Classes	INST.TIME	(160
11:30 – 12:25	LUNCH/RECESS	NON-INST.TIME	(55 min.)
12:25 – 1:45	Classroom Instruction	INST.TIME	(80 min.)
1:45 - 2:05	RECESS	NON-INST.TIME	(20 min.)
2:05 - 3:35	Classroom Instruction	INST.TIME	(90 min.)
3:35	DISMISSAL BEGINS		
3:45	Teachers' 7 1/2 hour work day ends		

STUDENTS' INSTRUCTIONAL TIME	5 HRS. 33 MIN.
STUDENTS' NON-INSTRUCTIONAL TIME	1 HR. 35 MIN.
STUDENTS' TOTAL TIME	7 HRS. 8 MIN.

VH-8/22

INSTRUCTIONAL TIME SCHEDULE FOR GRADE 3

FEATURES:

Teachers' Day Begins	8:15	
Teachers' Planning Period	8:15 - 8:25	
Breakfast/Homeroom Period	8:25 - 8:45	(20 min.)
Opening Exercises	8:47 - 8:50	(05 min.)
Lunch/Outside Recess	12:30 - 1:20	(50 min.)
Teachers' Day Ends	3:45	

8:25 - 8:45	BREAKFAST/HOMEROOM PERIOD	NON-INST. TIME	(20 min.)
8:47 - 8:50	Opening Exercises	INST.TIME	(03 min.)
8:50 - 11:30	Classroom Instruction/Specialists' Classes	INST.TIME	(160 min.)
11:30 – 12:30	Classroom Instruction	INST. TIME	(60 min.)
12:30 – 1:20	LUNCH/RECESS	NON-INST.TIME	(50 min.)
1:20 – 1:25	Travel From Recess to class	NON-INST. TIME	(5 min.)
1:25 - 3:35	Classroom Instruction	INST.TIME	(130 min.)
3:35	DISMISSAL BEGINS		
3:45	Teachers' 7 1/2 hour work day ends		

STUDENTS' INSTRUCTIONAL TIME	5 HRS. 53 MIN.
STUDENTS' NON-INSTRUCTIONAL TIME	1 HR. 15 MIN.
STUDENTS' TOTAL TIME	7 HRS. 8 MIN.

VH-8/22

INSTRUCTIONAL TIME SCHEDULE FOR GRADE 4

FEATURES:

Teachers' Day Begins	8:15		
Teachers' Planning Period	8:15 - 8:25		
Breakfast/Homeroom Period	8:25 - 8:45	(22 min.)	
Opening Exercises	8:47 - 8:50	(03 min.)	
Lunch/Outside Lunch Recess	12:50 – 1:40	(50 min.)	
Teachers' Day Ends	3:45		

8:25 - 8:45	BREAKFAST/HOMEROOM PERIOD	NON-INST. TIME	(20 min.)
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8:47 - 8:50	Opening Exercises	INST.TIME	(03 min.)
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8:50 – 12:50 min.)	Classroom Instruction/Specialists' Classes	INST.TIME	(240
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12:50 – 1:40	LUNCH/RECESS	NON-INST.TIME	(50 min.)
1:40 – 1:45	Travel From Recess to Class	NON-INST. TIME	(5 min.)

1:45 - 3:35	Classroom Instruction	INST.TIME	(115 min.)
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3:35	DISMISSAL BEGINS		
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3:45	Teachers' 7 1/2 hour work day ends		
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STUDENTS' INSTRUCTIONAL TIME	5 HRS. 53 MIN.
STUDENTS' NON-INSTRUCTIONAL TIME	1 HR. 15 MIN.
STUDENTS' TOTAL TIME	7 HRS. 8 MIN.

VH-8/22

LUNCH LINE DESIGNATIONS (OPTION A)

<u>LUNCH LINE</u>	<u>TEACHER</u>	<u>LUNCH LINE</u>	<u>TEACHER</u>
GRADE 1		GRADE 3	
BANANA	1A - High 1Y – Hughes	BANANA	3J – Gallinot 3A – Adams 3Y – Farrell
ORANGE	1B – Groff 1L – McDaniels 1U – Roberts	ORANGE	3B – Brown 3L – Tokash
APPLE	1E – Issler 1J – Laidacker **Heintzelman	APPLE	3U – Strayer 3E – Wiist
GRADE 2		GRADE 4	
BANANA	2J – Tobias 2A – Brown 2Y – Mausteller	BANANA	4J – Comstock 4A – Marro 4Y – Connolly
ORANGE	2B – Malett 2L – Welkom	ORANGE	4B – Kocher 4L – Groff
APPLE	2U –Marmor 2E – Doby **Yahraes	APPLE	4U – Savage 4E – Fulmer
GRADE K		GRADE K	
BANANA	KE – Loughlin KU- Yarnell KY – Servose	ORANGE	KL – Siegrist KB - McConaghy KS - Duke
APPLE	KJ - Long KA – DeGuzis ** Molinaro		

LUNCH LINE DESTINATIONS (Option B)

APPLE LINE

BANANA LINE

Grade K:

Long
DeGuzis
Siegrist
Duke
Molinaro

Loughlin
Yarnell
Servose
McConaghy

Grade 1:

Issler
Roberts
High
Heintzelman

McDaniels
Hughes
Laidacker
Groff

Grade 2:

Marmor
Brown
Mausteller
Yahraes

Tobias
Welkom
Doby
Malett

Grade 3:

Strayer
Wiist
Gallinot

Brown
Adams
Farrell
Tokash

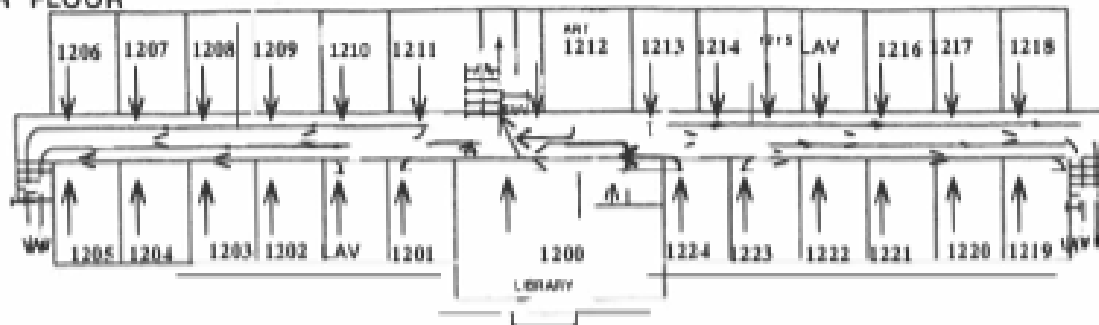
Grade 4:

Savage
Marro
Kocher

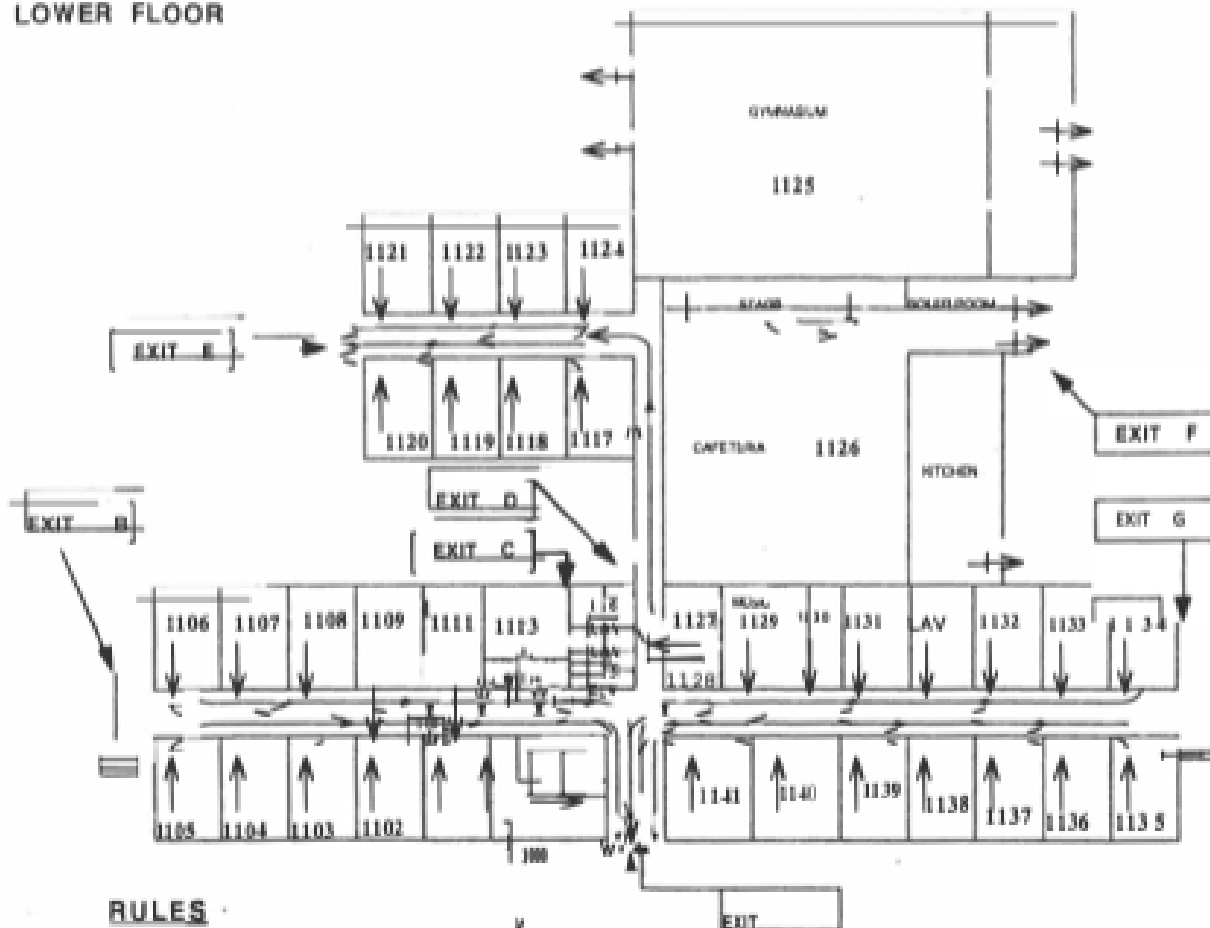
Connolly
Groff
Fulmer
Comstock

**CENTRAL COLUMBIA ELEMENTARY SCHOOL
FIRE EXITS AND RULES**

UPPER FLOOR



LOWER FLOOR



RULES

1. Close all windows and classroom doors
2. Be sure to take the class roll along and take roll once outside the building
3. Do not permit talking or running during fire drills
4. Listen for directions in case certain exits are blocked
5. Do not return to the building until directed to do so by the principal or his designee
6. The teacher conducting the class at the time of the drill will be responsible for the above, as well as accompanying the children from the building to a safe area.

EVALUATION INFORMATION

Tenured Professionals

Elementary School

2019-2020	2020-2021	2021-2022	2022-2023
Tenured Professionals	Tenured Professionals	Tenured Professionals	Tenured Professionals
Grade 3 Reading Specialists *Temporary Professionals *New Professionals *Long-Term Subs	Grade 4. Gifted, Guidance, Nurse *Temporary Professionals *New Professionals *Long-Term Subs	Grade K and 1 *Temporary Professionals *New Professionals *Long-Term Subs	Grade 2 Art, Music, PE, Library *Temporary Professionals *New Professionals *Long-Term Subs
At Risk Professionals	At Risk Professionals	At Risk Professionals	At Risk Professionals

Middle School

2019-2020	2020-2021	2021-2022	2022-2023
Tenured Professionals	Tenured Professionals	Tenured Professionals	Tenured Professionals
Grade 7. Music, Ag/Tech *Temporary Professionals *New Professionals *Long-Term Subs	Grade 8 Physical Education Health *Temporary Professionals *New Professionals *Long-Term Subs	Grade 5. FCS, Art, Technology *Temporary Professionals *New Professionals *Long-Term Subs	Grade 6. Guidance, Library *Temporary Professionals *New Professionals *Long-Term Subs
At Risk Professionals	At Risk Professionals	At Risk Professionals	At Risk Professionals

High School

2019-2020	2020-2021	2021-2022	2022-2023
Tenured Professionals	Tenured Professionals	Tenured Professionals	Tenured Professionals
Social Studies World Languages Guidance, Nurse	Science Info. Lit/Tech	Math Practical Arts	English Fine Arts, PE

*Temporary Professionals *New Professionals *Long-Term Subs	*Temporary Professionals *New Professionals *Long-Term Subs	*Temporary Professionals *New Professionals *Long-Term Subs	*Temporary Professionals *New Professionals *Long-Term Subs
At Risk Professionals	At Risk Professionals	At Risk Professionals	At Risk Professionals

Gifted/Special Education/ELL

2019-2020	2020-2021	2021-2022	2022-2023
Tenured Professionals	Tenured Professionals	Tenured Professionals	Tenured Professionals
High School *Temporary Professionals *New Professionals *Long-Term Subs	District *Temporary Professionals *New Professionals *Long-Term Subs	Elementary School *Temporary Professionals *New Professionals *Long-Term Subs	Middle School *Temporary Professionals *New Professionals *Long-Term Subs
At Risk Professionals	At Risk Professionals	At Risk Professionals	At Risk Professionals

The Central Columbia School District's Teacher Supervision Model can be found/reviewed at www.ccsd.cc using the District/Curriculum Office link. Also listed after Staff Login under Quick Links.

Code of Professional Practice and Conduct for Educators

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
 - (2) Knowingly and intentionally distort evaluations of colleagues.
 - (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

EVALUATION FORM FOR SUPPORT PERSONNEL

CENTRAL COLUMBIA SCHOOL DISTRICT

4777 Old Berwick Road
Bloomsburg, PA 17815

EVALUATION FORM FOR SUPPORT PERSONNEL

Employee Name _____ Evaluation Period: From _____ to _____

Position _____ Building _____ Date Evaluated _____

(E) Excellent (S) Satisfactory (N) Needs Improvement (U) Unsatisfactory

Evaluation includes but not limited to these criteria	E	S	N	U	Supervisor's Comments
A. QUALITY OF WORK					
Job Knowledge					
Ability to Follow Directions					
Accuracy/Thoroughness					
Neatness					
Demonstrates Necessary Skills					
B. QUANTITY OF WORK					
Completes Tasks in Timely Fashion					
Prioritizes Tasks					
Completes Work with Minimum Supervision					
C. WORK HABITS					
Initiative in Performing Tasks					
Willingness to Learn New Duties					
Practices Confidentiality When Appropriate					
Equipment Utilization and Care					
Practices Safety at All Times					

D. PERSONAL RELATIONS/FITNESS					
Works Well with Co-Workers					
Cooperates with Supervisor					
Promotes Positive Public Image					
Acceptance of Constructive Criticism					
Personal Hygiene and Appropriate Attire					
E. ATTENDANCE AND PUNCTUALITY					

I acknowledge that I have read this evaluation and have been given an opportunity to discuss it with my supervisor(s). My signature does not mean that I agree with this evaluation, and I understand, I may attach my comments to this report and a copy of those comments will be attached to any copy made of this evaluation.

OVERALL RATING **E** **S** **N** **U**

FINAL RATING **E** **S** **N** **U**

Supervisor's Signature _____ Date _____

Employee's Signature _____ Date _____

Copy to: Employee
Supervisor
Personnel File

PROCEDURE FOR NON-BARGAINING SUPPORT PERSONNEL EVALUATION
CENTRAL COLUMBIA SCHOOL DISTRICT
4777 Old Berwick Road
Bloomsburg, PA 18915

- A. As of June 30, 1999, the form used for non-bargaining support personnel evaluations shall be the present one

**PROCEDURES FOR NON-BARGAINING SUPPORT
PERSONNEL EVALUATION**

utilized in the district (Evaluation Form for Non-Bargaining Support Personnel).

- B.** The nineteen areas on the evaluation form will be checked E-Excellent, S-Satisfactory, N-Needs Improvement, or U-Unsatisfactory. The person completing the form will place a specific comment under Supervisor's Comments if an "N" or "U" is checked.
- C.** Should any employee receive an Unsatisfactory or Needs Improvement rating in one or more areas, an Individual Improvement Plan (IIP) shall be written and reviewed with the staff member. The IIP will include a timeline for improvement and periodic dates to discuss progress.
- D.** The employee and supervisor will meet a minimum of one (1) time per year to review job performance.
- E.** The evaluation and appropriate back-up materials will be signed by the employee and supervisor. The employee will receive a copy and the original will be filed in the district office employee personnel file.
- F.** Any employee receiving an Unsatisfactory in two or more of the nineteen areas may receive an overall rating of Unsatisfactory. An exception would be if a blatant act was observed or documented. A single Unsatisfactory could result in an overall rating of Unsatisfactory. Examples of a blatant act, but not limited to, would be striking a child, stealing, falsifying attendance/absence records. Time permitting, an employee will be provided an opportunity to receive a final rating of satisfactory.
- G.** An Unsatisfactory rating will not be issued without a review by the business administrator.
- H.** Any employee may appeal the rating of a supervisor to the superintendent.

GRADING AND REPORT CARD INFORMATION

PHILOSOPHY

One of the most vital needs between those who parent children and those with whom they entrust to educate their children formally is communications. Communications are done in various ways. Whenever a teacher sends graded papers home, he/she is communicating with parents. Many times individual notes are exchanged between parents and teachers or phone calls are made. All of these are part of the communication process. Probably no process of communications is more desirable, or more effective, than parents meeting with those who teach their children. This, however, is only minimally possible in our elementary school since each child in grades K through four has at least five different teachers and could have as many as ten. It is therefore vitally important that the school have as concise, as well as informative, a device to at least, periodically, answer the questions that more parents want to know about their child's progress or lack of progress. It is equally important that this device also tell the parent what the professional staff wants them to be aware of; hence, the report card.

Despite all the best efforts of educators almost everywhere to design a perfect report card, it is doubtful if any school, anywhere, has anything more than an adequate report card. Too many factors enter in, including too limited an amount of paper space and too many individual ideas as to what should be reported and how it should be reported to make any report card more than a compromise of many ideas.

Regardless of its design, however, any report card should be effective if those who use it remain objective in their reporting. A good report card must be an objective reporting device completed by one who bears in mind, always, that he/she is an adult as well as a professionally trained educator who is not using the report card as a device to reward, punish, or stimulate children, but to report, objectively, to the parents, the informational items on the report card.

Good reporting procedures also require that all teachers throughout all grades use similar procedures for the sake of consistency.

It is the intent of the Central Columbia School District's elementary progress report system to provide a reporting procedure, as stated in the previous paragraphs. The guidelines are provided for that purpose.

REPORT CARD INFORMATION

Report cards for pupils in grades K through 4 will be distributed for each trimester. School calendars provided in teachers' handbooks will indicate the 60-day period. Report cards will usually be distributed/Parent Portal one week following the end of the marking period on a date announced by the elementary principal.

Report cards should be signed at the end of the school year, and new grade level entered.

Report cards will be issued for any student who is enrolled for at least four weeks of a trimester.

PROCEDURE TO USE WHEN NO PROGRESS REPORT GRADES CAN BE RECORDED

When a child transfers to our school shortly before report card grades are due to be recorded, and it is impossible to gather enough grades to complete a report card. The office will generate a standard letter that will be sent home in the child's report card envelope.

GRADING STUDENTS WHO ATTEND PULL-OUT PROGRAMS

One problem teacher's encounter at grading time is determining a grade for students who miss a great deal of time from a subject to attend a pull-out remedial program. If one has a philosophy that the pull-out remedial program takes precedence over the regular subject because of the special needs of the child and that attempting to have the child 'make-up' the regular work during recesses and in homework etc. would be an unfair overload, then the following seems to be a reasonable way of dealing with the situation.

1. Have the child do what work she/he can do while she/he is with you for that subject.
2. Avoid having the child try to 'catch up' during recess or with extra homework.

INTERM PROGRESS REPORT

The following pages are a sample of the Elementary Interim Progress Report form. Although it shows in the handbook as two separate pages, it is one sheet of paper with the principal's letter on one side and the teacher's report on the other. Blank copies can be obtained from the elementary school office. This self-explanatory form is a "red flag" alert to the parents of a pupil who is experiencing academic or behavioral difficulties. It is normally sent home at the midpoint of the nine-week marking period; however, it may be sent home any time a staff member feels it will be of value. All teachers, both classroom and specialists, are encouraged to use this form when applicable. Teachers must complete all information on the form except for the section on the upper left, which includes to whom the form is being sent and their complete address. The teacher may complete this section if she/he is inclined to do so, for it would be a big help to the secretaries; however, it is not required. Secretaries, in turn, will make a file copy for the teacher and counselor, address an envelope, and mail the original to the parents.

CENTRAL COLUMBIA SCHOOL DISTRICT
4777 OLD BERWICK ROAD
BLOOMSBURG, PA 17815
784-2850 EXT. 1000

Dear Parents:

On the other side of this paper is an INTERIM PROGRESS REPORT. This progress report, when needed, is usually sent out at the midpoint of the twelve week marking period, but may be sent any time a teacher feels that it may **help** a student or her/his family.

The purpose of this report is to **alert** parents of the possibility of a poor grade or grades on the regular twelve week report card **while there is still time to do something about it.**

The sending of this report is optional and not required of the teacher. The teacher who sends this report is telling the parents that s/he cares very much about their child and is asking the parents to work with and help their child as well as to work with the teachers as a partner in helping their child. If the item pertaining to calling the teacher or counselor is 'checked off', it means that the teacher feels a conversation is definitely needed. If it is not checked but the parent wants to talk to the teacher or counselor, the parent is very much welcome to do so. The school's number is at the top of this page. In most cases, when a parent calls, the teacher will be working with students and a message will be given to the teacher to return the call when s/he is not with students.

A checklist of general types of behavior is also printed on the other side of this page. The teacher is not required to check these but may do so to give the parent an idea of what he/she thinks may be contributing to the poor progress.

We hope that this report proves to be of value to you and we especially hope that you don't have to receive very many during the course of the school year.

Sincerely,

Principal

INTERIM PROGRESS REPORT

(PARENTS: PLEASE READ OTHER SIDE OF PAGE BEFORE PROCEEDING)

TO: _____

RE: _____

GRADE: _____ **DATE:** _____

TEACHER: _____

SUBJECT(S) AND/OR AREA(S) IN WHICH CHILD IS EXPERIENCING DIFFICULTY:

POSSIBLE CONTRIBUTORS:

- | | |
|--|--|
| <input type="checkbox"/> Frequently does not have homework finished | <input type="checkbox"/> Disturbs others during written work times |
| <input type="checkbox"/> Frequently does not return homework | <input type="checkbox"/> Frequently does not follow school rules |
| <input type="checkbox"/> Does not appear to make much of an effort | <input type="checkbox"/> Frequently displays a negative attitude |
| <input type="checkbox"/> Works too slowly and/or wastes time | <input type="checkbox"/> Makes an excellent effort, but scores poorly on tests |
| <input type="checkbox"/> Does not appear to be interested | |
| <input type="checkbox"/> Frequently does not follow rules and procedures | <input type="checkbox"/> PLEASE CONTACT COUNSELOR |
| <input type="checkbox"/> Needs to study more at home | <input type="checkbox"/> PLEASE CONTACT TEACHER |

REMARKS:

Teacher's Signature: _____

Date: _____

ANECDOTAL RECORDS
AND
RECORDS OF STUDENTS' WORK

1. Each teacher should keep anecdotal records for each child in her/his class. These anecdotal records should be maintained by the teacher and held in her/his classroom throughout the school year.
2. Writer should be objective **STATING ONLY THE FACTS**. The sheets should bear the date the incident occurred.
3. Anecdotal records should not be filed in the student's permanent record.
4. The anecdotal records should be in the teacher's possession whenever she/he has a conference with the principal regarding a child.
5. These records may be destroyed four months after the end of each school term, or may be given to the counselor for the student's confidential files if appropriate.
6. Each teacher should, in addition to her/his grade book record, keep adequate samples of each student's work. This includes random samples of everyday work as well as tests.
7. Keeping samples of students' work is very important. It helps the administration, counselors, and others to learn more about students than do many test results.
8. Work samples are also a very useful tool in parent conferences, as well as one way for teachers to show what students are doing when teachers and administrators hold conferences regarding retention and promotion.

CRITERIA FOR RETENTIONS AND OTHER
RETENTION INFORMATION

Retention of students is not a decision made by any one individual. All retentions are determined by the instructional support team through the instructional support team process. That team consists of the instructional support teacher, school principal or assistant principal, counselor, classroom teacher and parents of the child.

In that all retentions are determined during the instructional support meetings it is not necessary for the classroom teacher to complete any forms or send any letters. The classroom teacher does have the obligation, however, to complete the standard request for instructional assistance forms.

TRANSFERS

A student may be transferred from one grade to the next higher grade at the end of the school year with the approval of the instructional support team, which consists of the instructional support teacher, school counselor, psychologist, the child's classroom teacher and the child's parents.

CONSIDERATION FOR TRANSFERS:

Consideration may be given for transfer in the following situations:

1. A student has grades which would consistently be below proficient but has been retained in a previous grade and retention would appear to be of little or no positive value to the child. Only students who meet the criteria for retention are considered for transfer. All others have, technically, qualified for placement in the next higher grade.
2. A request for assistance was made for instructional assistance in ample time to correct the problem warranting retention or transfer.
3. A student moved into the district several weeks before the close of the school term and there was neither insufficient time or records to fairly determine his/her progress.
4. A student is an identified learning disabled or other type special education student and is presently receiving special education services. In this category, advancement is automatic since these services supersede retention benefits. In this case, no letter is required to be sent to the parents.

RECORDING TRANSFERS:

Since our report card does not utilize the word “promoted”, nothing special regarding transfer should be placed on the report card, however, a copy of the instructional support team report should be placed in the student’s permanent record where it will be attached to the report card.

Confidentiality

The General Rule:

Staff should discuss confidential information only for professional purposes and only with persons who have a legitimate need to know.

Questions to ask before disclosing confidential information about a student with a colleague:

- Why do I need to disclose the information?
- How will what I say benefit the student?
- Am I gossiping?
- Will anyone overhear me?

Additional Comments:

Board Policy #113 deals with the confidentiality of educational records for children with disabilities. It should be read in its entirety by staff.

Comments shared at meetings with parents or colleagues should be based on factual information no opinions. Gathering data to support your statements is always a good idea.

If information concerning a child is requested by a physician or an agency representative, please be sure a proper release has been signed by the parents. Only factual information should be provided.

If information concerning a child is requested by a non-custodial parent, please be sure the custody agreement allows for the sharing of educational records.

Be familiar with HIPPA and FERPA regulations.

BOARD POLICIES TO REVIEW

103	Non-Discrimination Discriminatory Harassment – School & Classroom
103.1	Non-Discrimination – Qualified Students with Disabilities
104	Non- Discrimination Discriminatory Harassment – Employment
105	Curriculum
138	Language Instruction Educational Program for English Learners
210	Possession/Administration of Asthma Inhalers/Epi-Auto Injectors
217	Graduation
222	Tobacco/Nicotine
239	Foreign Exchange Students
247	Hazing
249	Bullying/Cyberbullying
323	Tobacco/Nicotine
626	Procurement
705.1	School Police Officers
707	Use of School Facilities
810	Transportation
810.1	School Bus Drivers and School Commercial Motor Vehicle Drivers
810.2	Transportation – Video/Audio Recording
810.3	School Vehicle Drivers
818	Contracted Services Personnel
901	Public Relations Objectives
902	Publications Program
904	Public Attendance at School Events
905	Citizen Advisory Committee
907	School Visitors
908	Relations with Parents/Guardians
909	Municipal Government Relations
910	Community Engagement
911	News Media Relations
912	Relations with Educational Institutions
913	Non-School Organizations/Groups/Individuals
914	Relations with Intermediate Units
915	Booster Clubs
916	Volunteers
917	Parent/Family Involvement
918	Title I Parent and Family Engagement

SOAR HANDBOOK



**Central Columbia
Elementary School**

What does SOAR stand for?



Safe

On Task

Accountable

Respectful

What are the goals of the SOAR program?

- Teach, recognize, and reinforce the behaviors we want from our students through consistent positive acknowledgement
- Take attention away from negative behavior
- Establish consistent expectations for our students so that everyone knows what is expected at CCES

Why should we acknowledge expected behaviors?

- Everyone appreciates positive feedback
- It builds a positive school climate and culture
- It models and encourages positive interactions
- It builds relationships
- It reinforces positive behavior traits

How will SOAR work?

Students will receive SOAR cards. These cards will be kept in their classrooms on their desks.

Continuous acknowledgement of SOAR expectations will be given by marking off a box on a child's SOAR card. You may mark a card however you choose.

Students can earn JAY cards in any area of the building. These cards will be given directly to students. They are responsible for giving it to their HR teacher. The teacher will collect the card and mark that child's SOAR card. All completed SOAR cards should be kept in the classroom. Once a card has been filled, students will cut off the bottom "BLUE JAY BUCK" and keep it in a designated area. The top portion of the card will go in the class collection area. On Friday two cards should be drawn and sent to the office to be placed on the Leadership tree. Teachers have the option to tie the use of the cards collected into their own classroom behavior management system and provide additional acknowledgements.

All completed cards should be kept and counted. A record should be kept for students to see how many cards they have received. Tally posters will be distributed for each classroom.

*** Our goal is for each child to complete at least one SOAR card per week.**

What do I need to get started?

Most of the materials will be made and supplied for you.

- Introduce SOAR to your students as our new school expectations. Classroom expectations should be posted in the room.
- Decide how you want students to manage SOAR cards in your room and create a container for collecting cards.
- Decide where to place tally chart and how you want this to be marked.
- Decide if you want to tie this system in with your individual classroom management and acknowledgement system.
- Decide where/how students will keep BLUE JAY BUCKS until they decide to redeem them through the SOAR STORE.

Where do I go if I have questions?

Team Members

Emily Brockmann

Megan Welkom

Annie Groff

Brandon Gordner

Marina Gresh

Lindsey Connolly

Melanie Hosler

Kelly DeGuzis

Lindsey Gallinot

Diane Marro

Brenda Humphrey

S.O.A.R.

On The Bus

Safe

- Keep hands, feet, and objects to yourself
- Keep hands, feet, and objects inside the bus and out of the aisle
- Follow all adult directions

On Task

- Remain seated, face forward, feet on floor


Accountable

- Watch for your stop
- Be on time
- Take all belongings with you
- Sit in assigned seat
- Keep your bus clean
- Report problems to bus driver

Respectful

- Voice level: 1 (partner voice)
- Respect property and personal space
- Use manners, be polite, and courteous

BUSES

	SAFE	ON TASK	ACCOUNTABLE	RESPECTFUL
	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Keep hands, feet, and objects inside the bus and out of the aisle • Follow all adult directions 	<ul style="list-style-type: none"> • Remain seated • Face forward • Feet on the floor 	<ul style="list-style-type: none"> • Watch for your stop • Be on time • Take all belongings with you • Sit in assigned seat • Keep your bus clean • Report problems to the driver 	<ul style="list-style-type: none"> • Voice level: 1 • Respect property and personal space • Use manners; be polite and courteous

OBJECTIVE:

Students will demonstrate safe, on task, accountable, and respectful behaviors on the bus.

OPENING DISCUSSION:

Teacher leads discussion to gauge students' perceptions of expectations on the bus. Accept all student responses (approximately 5 minutes).

What does it mean to be **safe** on the bus?

What does it mean to be **on task** on the bus?

What does it mean to be **accountable** on the bus?

What does it mean to be **respectful** on the bus?

**Make note of any student responses not specifically taught in lesson*

DEMONSTRATE (I DO):

Teacher explains and models expected behaviors while on the bus.

Entering the bus:

Report to your bus/bus stop on time

Politely greet your bus driver

Walk to your assigned seat

Riding the bus:

Use level 1 voice

Remain seated, face forward, keep feet on floor or in front of the seat

Keep hands, feet, and objects to yourself

Keep hands, feet, and objects inside the bus and out of the aisle

Follow all adult directions

Use manners, be polite, and courteous

Respect property and the personal space of others

Report any problems to your bus driver

Watch for your stop and be prepared to exit

Exiting the bus:

Clean up your area before leaving your seat

Take all of your belongings with you

Walk to the front of the bus

Politely say good-bye to your bus driver

Walk down the bus steps and cautiously to your destination

Be alert to your surroundings and only cross in front of the bus safety arm

GUIDED PRACTICE (WE DO):

Guide students through the above demonstration.

INDEPENDENT PRACTICE (YOU DO):

The students will perform the above procedures **independently** while teacher provides acknowledgment and redirection/reteaching.

CLOSING DISCUSSION:

Teacher explains acknowledgment and reteaching procedures.

Students may receive acknowledgment from staff when behavior expectations are met. (A polite decline of acknowledgment is acceptable.)

Reteach students who do not demonstrate expectations.

S.O.A.R.

In The Bathroom

Safe

- Keep hands, feet, and objects to yourself
- Follow all adult directions

On Task

- Flush toilet, wash hands, and place paper towels in garbage can
- Complete task and return to class


Accountable

- Clean up after yourself
- Report problems to an adult

Respectful

- Voice level: 0 (no voice)
- Respect privacy of others
- Use at break times unless an emergency

BATHROOM

	SAFE	ON TASK	ACCOUNTABLE	RESPECTFUL
	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Follow all adult directions 	<ul style="list-style-type: none"> • Flush toilet • Wash hands • Place paper towels in the garbage can • Return to class when done 	<ul style="list-style-type: none"> • Clean up after yourself • Report problems to an adult 	<ul style="list-style-type: none"> • Voice level: 0 • Respect the privacy of others • Use at break times

OBJECTIVE:

Students will demonstrate safe, on task, accountable, and respectful behaviors in the bathroom.

OPENING DISCUSSION:

Teacher leads discussion to gauge students' perceptions of expectations in the bathroom. Accept all student responses (approximately 5 minutes).

What does it mean to be **safe** in the bathroom?

What does it mean to be **on task** in the bathroom?

What does it mean to be **accountable** in the bathroom?

What does it mean to be **respectful** in the bathroom?

**Make note of any student responses not specifically taught in lesson*

DEMONSTRATE (I DO):

Teacher explains and models expected behaviors while in the bathroom.

Hallway Bathrooms:

Use at break times unless an emergency

Follow all adult directions (4th grade – handicapped stall for adults or handicapped students)

Voice level: 0 (no voice)

Keep hands, feet, and objects to yourself

Use first available toilet/urinal (lock stall door)

Respect privacy of others (do not look under the stall doors, maintain personal space)

Finish using the toilet, flush toilet, and wash and dry hands

Clean up after yourself (place paper towels in garbage can)

Report problems to an adult

Complete task and return to class (be mindful of the amount of time you are using the toilet, be respectful of the needs of others)

Classroom Bathrooms:

Use at break times unless an emergency

Voice level: 0 (no voice)

Follow all adult directions

Respect privacy of others (knock on the door before opening; respond loudly when you hear a knock; if you open the door and someone is inside, close it quickly)

Finish using the toilet, flush toilet, and wash and dry hands

Clean up after yourself (place paper towels in garbage can)

Report problems to an adult

Complete task and return to class (be mindful of the amount of time you are using the toilet, be respectful of the needs of others)

GUIDED PRACTICE (WE DO):

Guide students through the above demonstration.

INDEPENDENT PRACTICE (YOU DO):

The students will perform the above procedures independently while teacher provides acknowledgment and redirection/reteaching.

CLOSING DISCUSSION:

Teacher explains acknowledgment and reteaching procedures.

Students may receive acknowledgment from staff when behavior expectations are met.

(A polite decline of acknowledgment is acceptable.)

Reteach students who do not demonstrate expectations.

S.O.A.R.

In The Cafeteria

Safe

- Keep hands, feet, and objects to yourself
- Follow all adult directions

On Task

- Eat your own lunch immediately after seated
- Gather necessary items the first time through the line


Accountable

- Take belongings with you when you leave
- Clean up your personal table and floor space
- Know your lunch number

Respectful

- Voice level: 0 – 1 (teacher directed)
- Use manners, be polite, and courteous

CAFETERIA

	SAFE	ON TASK	ACCOUNTABLE	RESPECTFUL
	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Follow all adult directions 	<ul style="list-style-type: none"> • Eat your own lunch immediately after seated • Gather necessary items the first time through the line 	<ul style="list-style-type: none"> • Take belongings with you when you leave • Clean up your personal table and floor space • Know your lunch number 	<ul style="list-style-type: none"> • Voice level: 0-1 (teacher directed) Use manners; be polite and courteous

OBJECTIVE:

Students will demonstrate safe, on task, accountable, and respectful behaviors in the cafeteria.

OPENING DISCUSSION:

Teacher leads discussion to gauge students' perceptions of expectations in the cafeteria. Accept all student responses (approximately 5 minutes).

What does it mean to be **safe** in the cafeteria?

What does it mean to be **on task** in the cafeteria?

What does it mean to be **accountable** in the cafeteria?

What does it mean to be **respectful** in the cafeteria?

**Make note of any student responses not specifically taught in lesson*

DEMONSTRATE (I DO):

Teacher explains and models expected behaviors while in the cafeteria.

Waiting in line:

Use the line assigned to your class

Use level 1 voice (partner voice)

Keep hands, feet, and objects to yourself

In the kitchen:

Use level 0 voice (no voice)

Follow all adult directions

Gather necessary items the first time through the line

Use manners, be polite, and courteous when speaking to the cafeteria staff.

(Make eye contact, speak clearly, wait your turn, and say please and thank you.)

Know your lunch number

At the table:

Sit at your assigned table

K – 1 – sit by class; packers go directly to table

2 – 4 – sit in next available seat at designated area

Use level 1 voice (partner voice)

Eat your own lunch immediately after seated

Raise your hand for assistance

Sit on bottom

Keep hands, feet, and objects to yourself

Follow all adult directions

Clean up your personal table and floor space

Dismissal:

Follow all adult directions

Use level 1 voice

Take belongings with you when you leave

Be sure your area is clean (double check floor and table space)

Breakfast:

Go directly to the cafeteria upon arrival

Place belongings on appropriate table

Use level 1 voice (partner voice)

Keep hands, feet, and objects to yourself

Use the assigned breakfast line

Use level 0 voice (no voice) in the kitchen

Sit in next available seat at designated area

Clean up your personal table and floor space

Take belongings with you when you leave

GUIDED PRACTICE (WE DO):

Guide students through the above demonstration.

INDEPENDENT PRACTICE (YOU DO):

The students will perform the above procedures **independently** while teacher provides acknowledgment and redirection/reteaching.

CLOSING DISCUSSION:

Teacher explains acknowledgment and reteaching procedures.
Students may receive acknowledgment from staff when behavior expectations are met. (A polite decline of acknowledgment is acceptable.)
Reteach students who do not demonstrate expectations.

S.O.A.R.

In The Hallway

Safe

- Walk at all times with your eyes forward and hands at your side
- Keep hands, feet, and objects to yourself
- Walk on the right side of the hallway unless directed
- Follow all adult directions

On Task

- Go directly to your destination
- Stay with your class or group


Accountable

- Keep hallways clean
- Carry objects appropriately

Respectful

- Voice level: 0 (no voice)
- Friendly greeting
- Use manners, be polite, and courteous
- Respect property and personal space

HALLWAY

	SAFE	ON TASK	ACCOUNTABLE	RESPECTFUL
	<ul style="list-style-type: none"> • Walk at all times • Eyes forward • Hands by sides • Keep hands, feet, and objects to yourself • Walk on the right side of the hallway unless directed otherwise • Follow all adult directions 	<ul style="list-style-type: none"> • Go directly to your destination • Stay with your class or group 	<ul style="list-style-type: none"> • Keep hallways clean • Carry objects appropriately 	<ul style="list-style-type: none"> • Voice level: 0 • Friendly greeting • Use manners; be polite and courteous • Respect property and personal space

OBJECTIVE:

Students will demonstrate safe, on task, accountable, and respectful behaviors in the hallway.

OPENING DISCUSSION:

Teacher leads discussion to gauge students' perceptions of expectations in the hallway. Accept all student responses (approximately 5 minutes).

What does it mean to be **safe** in the hallway?

What does it mean to be **on task** in the hallway?

What does it mean to be **accountable** in the hallway?

What does it mean to be **respectful** in the hallway?

**Make note of any student responses not specifically taught in lesson*

DEMONSTRATE (I DO):

Teacher explains and models expected behaviors while in the hallway.

Entering the hallway:

Use level 0 voice

Stop at the door and check for traffic

Keep hands, feet, and objects to yourself

Follow adult directions (ex. turn left/right, stop at bottom of stairs)

Traveling the hallway:

Use level 0 voice

Walk on the right side of the hallway unless directed otherwise

Walk at all times, with your eyes forward and hands at your sides

Maintain a straight line

Respect personal space and property (model distance between classmates and walls)

Follow all adult directions

Go directly to your destination

Stay with your class or group

Carry objects appropriately (spirit seats, library books, ipads, backpacks, lunchboxes, office papers, coats/hats/gloves)

Use manners, be polite, and courteous, level 1 responses allowed when suitable

Friendly silent greeting while traveling is a smile, nod, or small wave

Keep the hallways clean

Waiting in the hallway:

Use level 0 voice

Stand in a straight line

Keep hands, feet, and objects to yourself

Respect personal space and property

Follow all adult directions

Keep the hallways clean

GUIDED PRACTICE (WE DO):

Guide students through the above demonstration.

INDEPENDENT PRACTICE (YOU DO):

The students will perform the above procedures **independently** while teacher provides acknowledgment and redirection/reteaching.

CLOSING DISCUSSION:

Teacher explains acknowledgment and reteaching procedures.

Students may receive acknowledgment from staff when behavior expectations are met.

(A polite decline of acknowledgment is acceptable.)

Reteach students who do not demonstrate expectations.

S.O.A.R.

In The Office/Nurse

Safe

- Keep hands, feet, and objects to yourself
- Follow all adult directions

On Task

- Go directly to your destination


Accountable

- Take and return your pass
- Wait your turn

Respectful

- Voice level: 2 (speaker voice)
- Use manners, be polite, and courteous
- Respect privacy of others

OFFICE/NURSE

	SAFE	ON TASK	ACCOUNTABLE	RESPECTFUL
	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Follow all adult directions 	<ul style="list-style-type: none"> • Go directly to your destination 	<ul style="list-style-type: none"> • Wait your turn 	<ul style="list-style-type: none"> • Voice level: 2 • Use manners; be polite and courteous • Respect the privacy of others

OBJECTIVE:

Students will demonstrate safe, on task, accountable, and respectful behaviors in the office/nurse.

OPENING DISCUSSION:

Teacher leads discussion to gauge students' perceptions of expectations in the office and at the nurse. Accept all student responses (approximately 5 minutes).

What does it mean to be **safe** in the office and at the nurse?

What does it mean to be **on task** in the office and at the nurse?

What does it mean to be **accountable** in the office and at the nurse?

What does it mean to be **respectful** in the office and at the nurse?

**Make note of any student responses not specifically taught in lesson*

DEMONSTRATE (I DO):

Teacher explains and models expected behaviors while in the office and at the nurse.

Go directly to your destination

When in the office:

Stop at counter/desk

Wait your turn quietly (use level 0 voice)

Hand in necessary items or communicate with office staff about why you are in the office. Use level 2 voice (speaker voice)

Use manners, be polite, and courteous when speaking to office staff. (Make eye contact, speak clearly, and say please and thank you)

Keep hands, feet, and objects to yourself

Follow all adult directions

Respect privacy of others

When at the nurse:

Sit in available chair (wait in chair if nurse not present, if light is off go to office)

Wait your turn quietly (use level 0 voice)

Communicate with nurse about why you are there or hand in necessary items. Use level 2 voice (speaker voice)

Use manners, be polite, and courteous when speaking to the nurse. (Make eye contact, speak clearly, and say please and thank you)

Keep hands, feet, and objects to yourself

Follow all adult directions

Respect privacy of others

Return directly to your destination

GUIDED PRACTICE (WE DO):

Guide students through the above demonstration in both the office and nurse's office.

INDEPENDENT PRACTICE (YOU DO):

The students will perform the above procedures independently while teacher provides acknowledgment and redirection/reteaching.

CLOSING DISCUSSION:

Teacher explains acknowledgment and reteaching procedures.

Students may receive acknowledgment from staff when behavior expectations are met. (A polite decline of acknowledgment is acceptable.)

Reteach students who do not demonstrate expectations.

S.O.A.R.

On An Assembly/Field Trip/Special Event

Safe

- Keep hands, feet, and objects to yourself
- Stay with class or group
- Follow all adult directions

On Task

- Listening position
- Stay in assigned area


Accountable

- Participate appropriately
- Take only necessary materials
- Be prepared

Respectful

- Voice level: 0 – 2 (adult directed)
- Use manners, be polite, and courteous

ASSEMBLY / FIELD TRIP / SPECIAL EVENT

	SAFE	ON TASK	ACCOUNTABLE	RESPECTFUL
	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Stay with class or group • Follow all adult directions 	<ul style="list-style-type: none"> • Listening position • Stay in assigned area 	<ul style="list-style-type: none"> • Participate appropriately • Take only necessary materials • Be prepared 	<ul style="list-style-type: none"> • Voice level: 0-2 • Use manners; be polite and courteous

OBJECTIVE:

Students will demonstrate safe, on task, accountable, and respectful behaviors during assemblies, field trips, and special events.

OPENING DISCUSSION:

Teacher leads discussion to gauge students' perceptions of expectations during assemblies, field trips, and special events. Accept all student responses (approximately 5 minutes).

What does it mean to be **safe** during assemblies, field trips, and special events?

What does it mean to be **on task** during assemblies, field trips, and special events?

What does it mean to be **accountable** during assemblies, field trips, and special events?

What does it mean to be **respectful** during assemblies, field trips, and special events?

**Make note of any student responses not specifically taught in lesson*

DEMONSTRATE (I DO):

Teacher explains and models expected behaviors during assemblies, field trips, and special events.

Entering:

Follow all adult directions

Enter in a single file line as directed and sit as directed

Use level 0 voice

Keep hands, feet, and objects to yourself

Sit in designated grade area

Wait politely until all have arrived (use level 1 voice with the person seated next to you)

During:

Follow all adult directions

Use level 0 voice

Speak or applaud when appropriate and stop

Stay seated on bottom at all times

Use manners, be polite, and courteous at all times (participate, say thank you, listening position).

Exiting:

Follow all adult directions

Use level 0 voice

Travel in a single file line

Keep hands, feet, and objects to yourself

Take belongings with you (spirit seats, jackets, etc.)

GUIDED PRACTICE (WE DO):

Guide students through the above demonstration.

INDEPENDENT PRACTICE (YOU DO):

The students will perform the above procedures independently while teacher provides acknowledgment and redirection/reteaching.

CLOSING DISCUSSION:

Teacher explains acknowledgment and reteaching procedures.

Students may receive acknowledgment from staff when behavior expectations are met. (A polite decline of acknowledgment is acceptable.)

Reteach students who do not demonstrate expectations.

S.O.A.R.

With Technology

Safe

- Keep hands, feet, and objects to yourself
- Follow all adult directions
- Report problems to an adult
- Only use your own earbuds

On Task

- Stay on directed assignment


Accountable

- Keep iPad clean, charged, and carry in its case
- Turn in assignments on time
- Follow CCSD Acceptable Use Policy
- Do not share personal information

Respectful

- Voice level: 0 – 2 (teacher directed)
- Respect property
- Use manners, be polite, and courteous

TECHNOLOGY

	SAFE	ON TASK	ACCOUNTABLE	RESPECTFUL
	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Follow all adult directions • Report problems to an adult • Only use your own earbuds 	<ul style="list-style-type: none"> • Stay on directed assignment or app 	<ul style="list-style-type: none"> • Keep iPad clean and charged • Carry correctly • Turn in assignments on time • Follow CCSD Acceptable Use Policy • Do not share personal information 	<ul style="list-style-type: none"> • Voice level: 0-2 • Respect property • Use manners; be polite and courteous

OBJECTIVE:

Students will demonstrate safe, on task, accountable, and respectful behaviors when using technology.

OPENING DISCUSSION:

Teacher leads discussion to gauge students' perceptions of expectations about proper technology use. Accept all student responses (approximately 5 minutes).

What does it mean to be **safe** when using technology?

What does it mean to be **on task** when using technology?

What does it mean to be **accountable** when using the technology?

What does it mean to be **respectful** when using technology?

**Make note of any student responses not specifically taught in lesson*

DEMONSTRATE (I DO):

Teacher explains and models expected behaviors while using technology.

Voice level: 0 – 2 (teacher directed)

Respect property (only touch the device assigned to you)

Follow classroom procedures for iPad care, storage, and usage

Keep iPad clean, charged, and carry in its case with earbuds unplugged

Turn in assignments on time

Power off device when not in use

Follow CCSD Acceptable Use Policy

Do not share personal information

Stay on directed assignment

Keep hands, feet, and objects to yourself

Follow all adult directions (follow directions on the use of apps, LMS, and device functions)

Report problems to an adult

Only use your own earbuds

GUIDED PRACTICE (WE DO):

Guide students through the above demonstration.

INDEPENDENT PRACTICE (YOU DO):

The students will perform the above procedures **independently** while teacher provides acknowledgment and redirection/reteaching.

CLOSING DISCUSSION:

Teacher explains acknowledgment and reteaching procedures.

Students may receive acknowledgment from staff when behavior

expectations are met. (A polite decline of acknowledgment is acceptable.)

Reteach students who do not demonstrate expectations.

S.O.A.R.

During Arrival

Safe

- Stay to the right side
- Keep hands, feet, and objects to yourself
- Follow all adult directions

On Task

- Go directly to your destination
- Listen to announcements (voice level 0)


Accountable

- Keep hallways clean
- Carry objects appropriately
- Be prepared to leave on time

Respectful

- Voice level: 1 (partner voice)
- Friendly farewell
- Respect property and personal space
- Remove hat and wipe feet
- Stop for anthem and pledge

ARRIVAL

	SAFE	ON TASK	ACCOUNTABLE	RESPECTFUL
	<ul style="list-style-type: none"> • Stay on the right side • Keep hands, feet, and objects to yourself • Follow all adult directions 	<ul style="list-style-type: none"> • Go directly to your destination – do not visit other grade levels • Listen to the announcements (voice level: 0) 	<ul style="list-style-type: none"> • Keep hallways clean • Carry objects appropriately • Be on time 	<ul style="list-style-type: none"> • Voice level: 1 • Friendly greeting • Respect property and personal space • Remove hat • Wipe feet • Stop for anthem and pledge

OBJECTIVE:

Students will demonstrate safe, on task, accountable, and respectful behaviors during arrival.

OPENING DISCUSSION:

Teacher leads discussion to gauge students' perceptions of expectations during arrival. Accept all student responses (approximately 5 minutes).

What does it mean to be **safe** during arrival?

What does it mean to be **on task** during arrival?

What does it mean to be **accountable** during arrival?

What does it mean to be **respectful** during arrival?

**Make note of any student responses not specifically taught in lesson*

DEMONSTRATE (I DO):

Teacher explains and models expected behaviors during arrival.

Entering the building:

Voice level 1 (partner voice)

Remove hat and wipe feet

Give friendly greetings to staff and peers (smile, wave, or say "Good morning")

Keep hands, feet, and objects to yourself

Keep hallways clean

Go directly to your destination (cafeteria or classroom)

Traveling:

Voice level 1 (partner voice)

Walk at all times

Respect property and personal space

Carry objects appropriately (backpacks, coats, lunch boxes)

Hallway: Stay to the right, but you may walk with a partner

Stairs: Stay to the right in a single file line, stay behind the person in front of you

Follow all adult directions

Immediately stop where you are in the hallway for the anthem and pledge, if you are on the stairs proceed to the nearest landing.

After anthem and pledge continue to your destination

Voice level 0 (no voice) during announcements

Be on time

GUIDED PRACTICE (WE DO):

Guide students through the above demonstration during arrival.

INDEPENDENT PRACTICE (YOU DO):

The students will perform the above procedures **independently** while teacher provides acknowledgment and redirection/reteaching.

CLOSING DISCUSSION:

Teacher explains acknowledgment and reteaching procedures.

Students may receive acknowledgment from staff when behavior expectations are met. (A polite decline of acknowledgment is acceptable.)

Reteach students who do not demonstrate expectations.

S.O.A.R.

During Dismissal

Safe

- Stay in assigned line
- Keep hands, feet, and objects to yourself
- Follow all adult directions

On Task

- Go directly to your destination
- Listen to announcements (voice level 0)


Accountable

- Keep hallways clean
- Carry objects appropriately
- Be prepared to leave on time

Respectful

- Voice level: 1 (partner voice)
- Friendly farewell
- Respect property and personal space

DISMISSAL

	SAFE	ON TASK	ACCOUNTABLE	REESPECTFUL
	<ul style="list-style-type: none">• Stay in assigned line• Keep hands, feet, and objects to yourself	<ul style="list-style-type: none">• Go directly to your destination	<ul style="list-style-type: none">• Keep hallways clean• Carry objects appropriately• Be prepared to leave on time	<ul style="list-style-type: none">• Voice level: 1• Friendly farewell

OBJECTIVE:

Students will demonstrate safe, on task, accountable, and respectful behaviors during dismissal.

OPENING DISCUSSION:

Teacher leads discussion to gauge students' perceptions of expectations during dismissal. Accept all student responses (approximately 5 minutes).

What does it mean to be **safe** during dismissal?

What does it mean to be **on task** during dismissal?

What does it mean to be **accountable** during dismissal?

What does it mean to be **respectful** during dismissal?

**Make note of any student responses not specifically taught in lesson*

DEMONSTRATE (I DO):

Teacher explains and models expected behaviors during dismissal.

Waiting in the classroom:

Follow all adult directions

Have all belongings (backpack, coat, lunchbox, etc.) packed up

Use level 0 voice during announcements

Listen carefully for your bus to be called

Keep hands, feet, and objects to yourself

Be sure your area is clean (double check floor and push in your chair)

In the hallway:

Take and carry belongings appropriately with you when you leave

Use level 1 voice

Follow all adult directions

Give quiet friendly farewell (if you wish)

Respect property and personal space

Merge into a single file line (stay behind the person in front of you)

1st grade – merge to the right side of the hallway

2nd – 3rd grade – merge before reaching the library

4th grade – merge to the left side of the hallway

Stay in assigned line (as determined by grade level)

Walk directly to your destination (cafeteria or front doors)

Exiting the building:**Pick-ups:**

Walk to your grade level table and sit down

Use level 1 voice

Follow all adult directions

Respect property and personal space

Bus students:

Use grade level door (number above door)

Walk directly to your bus on the sidewalk next to the grass

Wait between the colored lines to board your bus

Follow all adult directions

Respect property and personal space

GUIDED PRACTICE (WE DO):

Guide students through the above demonstration.

INDEPENDENT PRACTICE (YOU DO):

The students will perform the above procedures **independently** while teacher provides acknowledgment and redirection/reteaching.

CLOSING DISCUSSION:

Teacher explains acknowledgment and reteaching procedures.

Students may receive acknowledgment from staff when behavior expectations are met.

(A polite decline of acknowledgment is acceptable.)

S.O.A.R.

In The Classroom

Safe

- Keep hands, feet, and objects to yourself
- Follow all adult directions

On Task

- Participate appropriately
- Follow classroom procedures
- Use tools and materials appropriately


Accountable

- Bring necessary materials to school
- Keep the classroom clean and organized

Respectful

- Voice level: 0 - 2 (adult directed)
- Use manners, be polite, and courteous
- Respect property and personal space

CLASSROOM

	SAFE	ON TASK	ACCOUNTABLE	RESPECTFUL
	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> Participate appropriately Follow classroom procedures Use tools and materials appropriately 	<ul style="list-style-type: none"> Bring necessary materials to school 	<ul style="list-style-type: none"> Voice level: 0-2 (adult directed) Use manners; be polite and courteous

Important Information for Teachers to Ensure Students can SOAR in the Classroom

Classroom Coverage

Post your morning routine near the door

Provide appropriate activities if morning work is not available or finished early

Students will not leave classroom except to use bathroom or go to nurse

OBJECTIVE:

Students will demonstrate safe, on task, accountable, and respectful behaviors in all classrooms.

OPENING DISCUSSION:

Teacher leads discussion to gauge students' perceptions of expectations in the classroom. Accept all student responses (approximately 5 minutes).

What does it mean to be **safe** in the classroom?

What does it mean to be **on task** in the classroom?

What does it mean to be **accountable** in the classroom?

What does it mean to be **respectful** in the classroom?

**Make note of any student responses not specifically taught in lesson*

DEMONSTRATE (I DO):

Teacher explains and models expected behaviors while in the classroom.

Announcements – work stops, attend to announcements

Follow all classroom rules and teacher procedures (suggested procedures listed below)

Arrival and Unpacking

Homework/Notes/Important Papers

Lunch Choices

Bathroom/Nurse/Office

Materials (pencils, erasers, iPads, etc.)

Transitions (within and between classrooms)

What to do if you teacher is not in the classroom (after lunch)

Stay seated

Work quietly at your own space

Pack-up and Dismissal

Keep hands, feet, and objects to yourself.

Participate appropriately while using manners and being polite and courteous.

Use tools and materials appropriately.

Bring necessary materials.

Keep the classroom clean and organized.

Respect property and personal space.

GUIDED PRACTICE (WE DO):

Guide students through the above demonstration.

INDEPENDENT PRACTICE (YOU DO):

The students will perform the above procedures **independently** while teacher provides acknowledgment and redirection/reteaching.

CLOSING DISCUSSION:

Teacher explains acknowledgment and reteaching procedures.

Students may receive acknowledgment from staff when behavior

expectations are met. (A polite decline of acknowledgment is acceptable.)

Reteach students who do not demonstrate expectations.

S.O.A.R.

On The Playground

Safe

- Keep hands, feet, and objects to yourself
- Follow all adult directions
- Use equipment appropriately

On Task

- Participate appropriately
- Follow playground grade level procedures
- Line up immediately (voice level 0)


Accountable

- Dress appropriately for weather
- Report problems to an adult on duty
- (behavior, equipment, or injury)
- Clean up trash
- Pick up equipment

Respectful

- Voice level: 3 (outside voice)
- Use manners, be polite, and courteous
- Take turns, share, and include others
- Respect property and personal space

PLAYGROUND

	SAFE	ON TASK	ACCOUNTABLE	RESPECTFUL
	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Follow all adult directions • Use equipment appropriately 	<ul style="list-style-type: none"> • Participate appropriately • Follow playground grade level procedures 	<ul style="list-style-type: none"> • Dress for the weather • Report any problems to an adult on duty (behavior, equipment, or injury) • Clean up trash • Pick up equipment 	<ul style="list-style-type: none"> • Voice level: 3 • Use manners; be polite and courteous • Take turns, share, and include others

OBJECTIVE:

Students will demonstrate safe, on task, accountable, and respectful behaviors on the playground.

OPENING DISCUSSION:

Teacher leads discussion to gauge students' perceptions of expectations on the playground. Accept all student responses (approximately 5 minutes).

What does it mean to be **safe** in the playground?

What does it mean to be **on task** in the playground?

What does it mean to be **accountable** in the playground?

What does it mean to be **respectful** in the playground?

**Make note of any student responses not specifically taught in lesson*

DEMONSTRATE (I DO):

Teacher explains and models expected behaviors while on the playground.

Equipment:

Be aware of your surroundings, one person per spot on equipment, no balls on the mulch, no snacks on equipment

Zipline – unassisted

Slides – down only, on your bottom, one person at a time, no stopping or jumping off the side

Teeter-totters – one person per seat, stay seated, do not sit on the middle, take turns, wait a safe distance away (single arm span)

Climbers – you must climb up and down by yourself, no jumping from the climbers

Small Equipment – you are responsible to return all equipment you bring outside

Blacktop:

Be aware of your surroundings

Balls – only those necessary for blacktop games (basketball, foursquare)

Jump ropes – use only for jumping rope, blacktop only

Walk and Talk – walk and talk; no balls or jump ropes

Grass:

Tree – do not climb the tree or pull on the branches or leaves

Balls – All balls in the large field (soccer, football (passing only), kickball); no balls in the small field

Line-up:

Stop playing and line up as soon as you hear the bell or whistle

Use the line assigned to your class

Use level 1 voice

Keep hands, feet, and objects to yourself

GUIDED PRACTICE (WE DO):

Guide students through the above demonstration.

INDEPENDENT PRACTICE (YOU DO):

The students will perform the above procedures **independently** while teacher provides acknowledgment and redirection/reteaching.

CLOSING DISCUSSION:

Teacher explains acknowledgment and reteaching procedures.

Students may receive acknowledgment from staff when behavior expectations are met.

(A polite decline of acknowledgment is acceptable.)

Reteach students who do not demonstrate expectations.

Behavior and Discipline Referral Definitions

Teacher Managed Behavior (Minor)	Definition
Defiance	Student engages in brief or low-intensity failure to follow directions or talks back. Student was verbally redirected 2 times to change their behavior.
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students. Student was verbally redirected 2 times to change their behavior.
Disruption	Student engages in low-intensity but inappropriate classroom disruption; instruction is able to continue. Student was verbally redirected 2 times to change their behavior.
Inappropriate Language (Non-directed)	Student engages in first offense of low-intensity, non-directed instance of inappropriate language including the use of swear words, vulgar language, and discussions containing sexual connotations.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories. *Please provide details in anecdotal section.
Physical Contact/Horseplay	Student engages in non-serious/non-threatening but inappropriate physical contact with a peer.
Property Misuse	Student uses classroom/school property not for its intended purpose.
Technology Violation	Student engages in irresponsible use of technology. Student was verbally redirected 2 times to change their behavior.

Office Managed Behavior (Major)	Definition
Abusive Language/Profanity (directed at person)	Student delivers directed verbal and/or gestural message(s) that include swearing, name calling, or use of words in an abusive way directed towards peers and/or staff.
Bullying/Harassment	The persistent intentional delivery of direct, indirect, or technology-based messages that involve intimidation, teasing, taunting, threats (verbal/physical), or name-calling that creates a hostile environment. Messages may be related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class. (Non-consensual)
Defiance/Insubordination/Non-Compliance	Student refuses to participate with staff directions and engages in behavior where instruction is unable to continue/individual learning cannot take place/outside intervention and assistance is required.
Disrespect	Student delivers socially rude or dismissive messages to peers/staff where instruction is unable to continue/individual learning cannot take place/outside intervention and assistance is required.
Disruption	Student engages in a behavior causing an interruption in a class or activity where instruction is unable to continue/individual learning cannot take place/outside intervention and assistance is required.
Forgery/Theft/Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Inappropriate Location	Student left the assigned area without permission; concern for safety.
Physical Aggression (PAgg)	Student engages in non-consensual actions or advanced horseplay involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, slapping, biting, etc.).
Property Damage/Vandalism (Prop dam)	Student deliberately participates in an activity that results in destruction or disfigurement of property. Restitution or replacement of property may be required by parent/guardian.
Technology Violation	Student engages in irresponsible use of technology in a direct violation of the acceptable use policy.

Teacher Managed Behavior (Minor) Referral Sheet

Student Name: Homeroom Teacher:	Referring Staff: Date of Incident:
Grade:	Time of Incident:
Teacher Managed Behavior (Minor): <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate Language (Non-directed) <input type="checkbox"/> Other <input type="checkbox"/> Physical Contact/Horseplay <input type="checkbox"/> Property Misuse <input type="checkbox"/> Technology Violation	Location: <input type="checkbox"/> Arrival <input type="checkbox"/> Dismissal <input type="checkbox"/> Art Room <input type="checkbox"/> Gymnasium <input type="checkbox"/> Bathroom <input type="checkbox"/> Hallway <input type="checkbox"/> Bus <input type="checkbox"/> Library <input type="checkbox"/> Cafeteria <input type="checkbox"/> Music Room <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Computer Lab <input type="checkbox"/> Special Events <input type="checkbox"/> Other _____
Interventions: <input type="checkbox"/> Reteaching/Restate Expectations (required) <input type="checkbox"/> Break <input type="checkbox"/> Choice for Completion/Participation <input type="checkbox"/> Non-verbal Redirection <input type="checkbox"/> Pivot/Peer Acknowledgment <input type="checkbox"/> Planned Ignoring <input type="checkbox"/> Proximity <input type="checkbox"/> Verbal Redirection <input type="checkbox"/> Other _____	Additional Information:

Office Managed Behavior (Major) Referral Sheet

Student Name: Homeroom Teacher:	Referring Staff: Date of Incident:
Grade:	Time of Incident:
Office Managed Behavior (Major): <input type="checkbox"/> Abusive Language/Profanity <input type="checkbox"/> Bullying/Harassment <input type="checkbox"/> Defiance/Insubordination/Non-Compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Forgery/Theft/Plagiarism <input type="checkbox"/> Inappropriate Location <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Property Damage/Vandalism <input type="checkbox"/> Technology Violation	Location: <input type="checkbox"/> Arrival <input type="checkbox"/> Dismissal <input type="checkbox"/> Art Room <input type="checkbox"/> Gymnasium <input type="checkbox"/> Bathroom <input type="checkbox"/> Hallway <input type="checkbox"/> Bus <input type="checkbox"/> Library <input type="checkbox"/> Cafeteria <input type="checkbox"/> Music Room <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Computer Lab <input type="checkbox"/> Special Events <input type="checkbox"/> Other _____
Administrative Action (Administrative Use Only): <input type="checkbox"/> Confiscation of Material <input type="checkbox"/> Counselor Referral <input type="checkbox"/> In-School Suspension <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Lunch Detention <input type="checkbox"/> Out of School Suspension <input type="checkbox"/> Parent Contact <input type="checkbox"/> Repair/Clean/or Restitution of Property Damages <input type="checkbox"/> Student Assistance Referral (MTSS/IST) <input type="checkbox"/> Suspension of Bus Transportation <input type="checkbox"/> Temporary Removal from Class	Additional Information:

