



LICKING R-VIII SCHOOL DISTRICT

Home of the
WILDCATS

2020-2021 Elementary Teacher Handbook

ELEMENTARY TEACHER HANDBOOK 2020-2021

Licking R-VIII School Calendar 2020-2021



JULY 2020						
S	M	T	W	Th	F	S
			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 2020						
S	M	T	W	Th	F	S
						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					

18, 19, 20 & 21 - Teacher Workdays

25 - First Day of School

7 - No School - Labor Day

25 - No School - PD Day

SEPTEMBER 2020						
S	M	T	W	Th	F	S
		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 2020						
S	M	T	W	Th	F	S
				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

12 - No School - PD Day

16 - End of 1st Quarter

27 - P/T Conferences

29 - P/T Conferences

30 - No School

23- 27 Thanksgiving Break

NOVEMBER 2020						
S	M	T	W	Th	F	S
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 2020						
S	M	T	W	Th	F	S
		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		

18 - End of 2nd Quarter

21 - Jan 4 Christmas Break

4 - Teacher Workday

5 - School Resumes

15 - No School - PD Day

18 - No School - Martin Luther King Jr. Day

JANUARY 2021						
S	M	T	W	Th	F	S
					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 2021						
S	M	T	W	Th	F	S
	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						

15 - No School - President's Day

12 - End of 3rd Quarter

22-26 Spring Break

29 - Classes Resume

MARCH 2021						
S	M	T	W	Th	F	S
	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 2021						
S	M	T	W	Th	F	S
				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	

2 - No School PD Day

16 - Graduation Day

20 - Last Day of School & End of 4th Quarter

21 - Teacher Workday

MAY 2021						
S	M	T	W	Th	F	S
						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 2021						
S	M	T	W	Th	F	S
		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			

Total Days in Attendance 164
Teacher Workshop/Meetings 10
174
[10 Incentive Weather Days Built In]

Licking R-VIII Elementary School Staff

Administration

Cristina Wright	Superintendent of Schools
Brad Cooper	Elementary Principal
Michelle King	Elementary Administrative Assistant
Casidy Huff	Elementary Administrative Assistant
Amber Stephens	Elementary Counselor/Special Education Director
Andrea Denbow	Elementary Counselor Administrative Assistant

Teachers

Teresa Clonts	Preschool
Madelyn Sheppard	Kindergarten
Connie Hebblethwaite	Kindergarten
Emilee Hoemann	Kindergarten
Mackenzie Hood	1 st Grade
Emery Buehlmann	1 st Grade
Telena Haneline	1 st Grade
Chelsea Moncrief	2 nd Grade
Whitley Hart	2 nd Grade
Kerrie Sanchez	2 nd Grade
Kaitlyn Baker	3 rd Grade
Brandi Huff	3 rd Grade
Kendra Goforth	4 th Grade
Andrea Coffey	4 th Grade
Autumn Case	4 th Grade
Michelle Meizler	5 th & 6 th Grade Social Studies
Nancy Derrickson	5 th & 6 th Grade Communication Arts
Serena Hagler	5 th & 6 th Grade Science
Kaylon Buckner	5 th & 6 th Grade Math
Chrissy Medlock	5 th & 6 th Grade Reading
Michelle Berry	5 th & 6 th Grade Computer Lab/Communication Arts
Amanda Wade	4 th - 6 th Special Education/Resource
Tammy Cooper	K-3 rd Special Education/Resource
Delanie Rinne	Art/Junior High Art
Jennifer Smith	Physical Education
Lisa Denbow/Linda Smith	Library
TBA	Elementary Music
Briana Link	High School Band/Choir, Elementary Band
Amanda Floyd	Title I Reading
Anita Reed	Title I Math
Lois Harris	Speech Implementer

School Nurse

Haley Godi	School Nurse
Marcie Ammons	School Nurse

Elementary Aides

Kelly Hackman	Behavior Interventionist
Flo Crisp	Reading Teacher’s Aide- Title I
Candice Shepherd	Reading Teacher’s Aide- Title I
Crystal Keller	Mathematics Teacher’s Aide- Title I
Kayla Kinder	Teacher’s Aide- Special Education
Hailee Buckland	Teacher’s Aide- Library
Betty Hudson	Teacher’s Aide- Special Education
Kandice Liveoak	Teacher’s Aide – Preschool & PAT
Kim Buckner	Personal Aide

Cafeteria Staff

Sandy Maddox	Cafeteria Head Cook
Linda Jones	Cafeteria Cook
Tina Williams	Cafeteria Cook
Natasha Reed	Cafeteria Cook

Custodial Staff

Tony Huff	Transportation Director
Wesley Wilson	Maintenance Director
Janie Trout	Custodian
James Maddox	Custodian/Bus Driver
Mark Eyman	Custodian/Bus Driver
Danny Hurt	Custodian
Kimberly Hurt	Custodian

Upper Grade Bell Schedule	
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<i>Hour/Period</i>	<i>Time</i>
1	8:10-9:05
2	9:05-10:00
Recess	10:00-10:15
3	10:15-11:10
4	11:10-12:05
Lunch	12:05-12:30
5	12:30-1:25
6	1:25-2:20
7	2:20-3:15
Dismissal	3:23

RESPONSIBILITIES

1. **Teachers shall comply with the current board policies governing duties and responsibilities and exercise the highest degree of professional ethics in their performance. Licking R-VIII board policies may be accessed through the district webpage/forms and documents tab or the following link:**
https://simbli.eboardsolutions.com/SB_ePolicy/SB_PolicyOverview.aspx?S=499
2. Teachers and administrators are directly responsible for the welfare of students, and they should constantly maintain a safe environment for students.
3. Teachers will strive to enhance student self-image, confidence, and positive behavior.
4. Teachers will sufficiently communicate with parent/guardians to enhance student success and proper behavior.
5. Teachers will maintain proper care of equipment and furniture and report problems as necessary.
6. Teachers will strive to set a good example and be a good role model.
7. Teachers should maintain a positive, caring, helpful, and cooperative relationship with the other members of the school staff.
8. Teachers will perform duties as directed or assigned during the school year.
9. Teachers will enjoy their school year and have fun!!!

THE SCHOOL DAY

1. All faculty and staff should be at school **by 7:40 a.m. Please be prompt. Teachers must be present in their rooms after this time for supervision purposes. All errands should be completed before this time.**
2. All teachers will help maintain order before school starts. (See Supervision).
3. Please have lesson plans/substitute folder ready after each day in case a substitute is needed. Teachers are not required to turn in lesson plans; however, it is very important to have them accessible for a substitute teacher.
4. The bell schedule is included in this handbook.
5. K – 4 students will not go outside before the school day begins.
6. At lunch, teachers must escort their students to the cafeteria and **remain until students have passed through the serving line** and the teacher on lunch duty has arrived.
7. The milk break for grades K-2 will be in the afternoon hours of the day.
8. Lunch, recess, and duty schedules for the current school year will be furnished during teacher workdays prior to the first day of school.
9. Please pay your cafeteria account charges in a timely manner. Any excess charges may be deducted from June paychecks if balances are left unpaid.
10. Students are not to be detained when it results in missing the bus. If a student is to be detained after school, parents must be given 24 hours' notice and the principal informed.
11. Lunch recesses are not to be taken from students for missing work/behavior. All other recesses are eligible for such purposes. If classroom behaviors are to be addressed during lunch recess students must be walking the perimeter of the playground or other designated area provided to the student from the supervising teacher.

12. Teachers will remain until the busses have departed.

PROFESSIONAL DEVELOPMENT PLAN

In keeping with its commitment to the importance of professional development, the Board of Education adopts The Licking R-VIII School District Professional Development Program. This program was developed by the Professional Development Committee and is revised by the PDC as needed, with the approval of the Superintendent of Schools. The Licking R-VIII School District Professional Development Program is on file in the Central Office. The school district encourages its staff to attend professional conferences and workshops that promote achievement in Comm. Arts and Math. These conferences will be approved by Administration.

SUPERVISION

1. Teachers are the primary individuals involved in the direct care and supervision of students. Therefore, students **should not be left unsupervised unless an emergency arises, and supervision is compromised due to event out of the control of the teacher**. Before leaving, the teacher should try to acquire another teacher's help in supervision until the principal can provide supervisory assistance. A teacher may send a student to secure principal assistance.
2. There is no formal roster of morning supervision for certified staff members. However, **ALL** teachers are informally scheduled to provide supervision at this time.
3. Supervision in the cafeteria will be performed on a cooperative basis. **Lunchroom supervision should be walking around the cafeteria**. Teachers should forewarn their students about appropriate behavior. Students causing problems should be corrected immediately.
4. Teachers will escort their class to assemblies and remain there to provide supervision. In case of overlapping specials, the specials teacher will take responsibility for the grade level/class that they are assigned to at that time.
5. **Students are not to be sent/left alone in the hallway for completing work/behavior purposes. Any instance where this may deem appropriate should be worked out with another teacher in order for the child to be sent to that cooperating teacher's classroom to work. BIST Training/Procedures should be utilized when student discipline is inappropriate, unless immediate office attention is needed.**
6. Teachers should investigate any unusually loud or other disruptive behavior in restrooms or classrooms. All students must either go outside or stay in a room during recesses. Students remaining in a class must be orderly and well-behaved. The teacher has the right to send any disruptive student outside or take other appropriate action necessary to maintain a proper environment.
7. Do not dismiss a student from class to go with anyone unless the principal is aware of the situation. Teachers will be notified by intercom or phone to send a student to the office for dismissal. Students bringing note to teachers about dismissal or bus arrangements should be sent to the office. The student will be sent a bus note at the end of the day. Please instruct

your students to give the bus note to the bus driver when they get on the bus. **Anyone coming to a teacher's room to get a student should be directed to the office!**

CARE OF ILL OR INJURED STUDENTS

1. A student who becomes ill will be sent to the school nurse. After evaluation, the nurse will return the student to class or send the student home. If a student continues to complain of illness after returning to class, he/she should return to the nurse for further action.
2. A student who is injured will be attended by the nurse as soon as possible. The principal should be notified immediately, also. Do not move a student who may have internal or spinal injuries.
3. Teachers are not allowed to prescribe or dispense medicine of any kind. Students who bring prescribed or commercial medicine to school will be sent to the nurse for proper handling of the medicine.
4. Students who become ill may only be dismissed through the office or at the nurse's discretion. Parents must be notified, and assurance gained of proper adult care upon release.

DISCIPLINE

Unfortunately, a great deal of a teacher's time must be devoted to classroom management and discipline. Thus, teachers must possess such skills/knowledge to facilitate a conducive learning environment. Teachers must set the atmosphere/environment/expectations from the very first day of school. The following guidelines will serve as a basis for handling disciplinary problems.

BIST Training/Procedures should be utilized when student discipline is inappropriate, unless immediate office attention is needed!

1. Teachers will review the handbook and explain the rules and regulations.
2. Teachers should show enthusiasm, **patience**, common sense, fairness, and care to help prevent discipline problems.
3. The purpose of disciplinary action is to improve the student's behavior without producing resentment or humiliation. Sarcastic or bitter reproaches to correct behavior is usually ineffective and may even magnify the problem. The use of these approaches may be dealt with an "improvement plan" during the teacher's yearly evaluation(s). Any actions that can be interpreted as resentment, humiliation, bitter, or generally unacceptable use of power will not be tolerated.
4. Discipline should be appropriate to the misbehavior. The following are some approved forms of discipline:
 - a. Withholding privileges or recess detention during specified breaks.
 - b. BIST procedures
 - c. Discussion with student to enhance self-correction.
 - d. Referral to the principal.
 - e. After/In-School Detention/Oops Tutoring.

5. Specials teachers should handle discipline problems in their classrooms. A student is not to be sent back to the regular class during the period. Arrange to discuss the problem with the student's regular teacher or refer the student to the principal's office.

Communication with parents on disciplinary issues is imperative! The principal will assist in parent conferences, but teachers are required to maintain communication with parents whether it is positive or negative. Without parent support, rarely will discipline efforts be effective. Make it a practice to **contact one(multiple) parent(s) daily**. All communication must be documented as follows; date, time, student, parent(s), summary of conversation, etc. This can be done by phone, note, or email. All communication should occur within the parameters of board approved policy and provide a copy of communication or documentation of verbal interaction(s) with parents/guardians to the building principal or a copy produced upon request by building principal when needed. (if the situation merits normal documentation without notification). **If Class Dojo is utilized, then all usernames and passwords must be given to the office for archiving purposes. Any communication which occurs that is imperative to be shared with the elementary office or counselor's office (i.e. safety, medical, threats, neglect, at-risk, etc.) must be shared with immediacy. Always keep the communication lines open.**

Wildcat Early Learning Center Preschool Discipline

The Wildcat Early Learning Center staff is to use positive behavior interventions, including examples of different types of behavior programs. Examples of techniques used to handle a discipline situation whenever appropriate includes redirection, positive choices, praise, and modeling. "Time out" will be used as the last resort until the child is ready to come back to the group in an appropriate manner. "Time out" is defined as having time away in a safe place from the group to regain control no more than 1 minute per age. Neither physical nor corporal punishment will ever be applied.

ATTENDANCE

Attendance must be maintained daily. Homeroom teachers will maintain SIS attendance data each day. Teachers will mark absences in their grade books for the number of hours absent. The office will also keep track of absences. Once a student has been marked as absent the office will use discretion and call the student's home to check on them and note their reasons for absence. The office will also send letters to the parents of students at the designated attendance marks for the semester. The guardians will receive an auto-populated letter regarding their student(s) attendance at 6, 8, and 10-day absenteeism for the semester. These marking periods will start over at the beginning of each semester. Excessive absences (see attendance in the student handbook) and compulsory situations will utilize outside agencies, such as the Texas County Children's Division, Texas County Juvenile Office, or Texas County Prosecuting Attorney's Office, in order to reprimand compulsory attendance issues. District policy and student handbook provisions will be utilized at these times. Perfect and Outstanding Attendance certificates are given to students at the end of each quarter. Students who have been enrolled for one or more quarters are eligible for the attendance awards.

GRADE BOOKS

*A **reasonable** amount of time should be allowed for work missed during an absence. We are working with elementary age students and sensible practices should be utilized.

*Credit only will be given in art, music, library, and P.E., no grades.

*The following is a recommended grading scale:

93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-		

*Each teacher will be responsible for entering grades into the Student Database Information System (SIS). Grades must be entered by designated times and dates announced during mid-quarter and quarter end dates via announcements.

*All gradebooks should be current and caught up by each Friday evening or last day of the week, prior to the weekend. Most gradebook complaints that we receive are from parents that wish to review student grades over the weekend and grades may not be current when that occurs.

*Grades are given at the end of each quarter. Progress reports are scheduled mid-term each quarter. Teachers are required to send out positive as well as negative reports at this time. However, other communication with parents on student progress is vital as mentioned earlier.

*Semester grades will reflect an average of the two quarters.

*Appropriate teachers are to keep a record of books read by their students for reading circle eligibility.

*Grade books and planning books may be stored in the teacher's classroom but will need to be accessible upon request for 10 years. Please remember that all teaching objectives should be listed.

*A minimum of 15 grades are required for averaging purposes per each subject assigned to the teacher's job duties.

Assessment/Curriculum/Standards

Formative/Benchmark assessments will be conducted on all identified "Leverage Standards". An acceptable student attainment will be documented for each of the identified leverage standards. Timelines and assessment resources/strategies will be set at the beginning of each year through professional collaboration, building level administrative decisions (i.e. principal, testing coordinator, counselor), and professional development opportunities. A Monthly Standard Attainment Level Report (MSAL) will be required for each student group/homeroom/hour, per leverage standard(s) taught that month. (This report will be a condensed SLO, only the data portion will be required, not the goal setting. The goal for everyone in the room/group will be 80%.) If a student group does not meet the required attainment level, the teacher will note on the report his/her strategy for reteaching the standard. Note: The MSAL will not meet the complete needs of the required SLO for the year, it will be a very productive foundation for completion.

Focus Room

Purpose of the Focus Room:

1. The Focus Room provides a ***restorative process*** for students who violate school rules/policy.
2. The Focus Room helps students recover and return to learning.
3. The Focus Room provides structure and support to students by holding students accountable to their actions while giving them space in a supportive way (not going to ISS immediately).
4. The Focus Room gives students what they need.

What Happens in the Focus Room?

1. The room is a neutral space.
2. Processing in the Focus Room is only about behavior in the classroom/the reason for the referral.
3. When students arrive in the Focus Room, the manager clearly sets the expectations of the room and tells the student they can take 5 minutes to calm down and clear their mind and be checked in with to process their referral. If the student is not ready, they then are given another 5 minutes, etc. *** On average, students are in the Focus Room for 20-50 minutes at the elementary school level.*
4. The Focus Room manager will go through a specific, one-page document with the student when they are ready. This document is to facilitate the processing conversation about the referral and discuss actions to prevent the referral from happening again. Some example questions the Focus Room manager might ask the student to get the conversation started are:
 "Are you ready to be a learner in the classroom?"
 "Are you ready to make safe decisions?"
5. Students who visit frequently to refocus themselves look at their plan and reflect on if they use the strategies or not and if not, why. They can also adjust their plans as time goes by.
6. The Focus Room managers work with teachers, families, and administration to communicate issues, track the amount of time spent in the team room, etc.

Process for Using the Focus Room:

1. Reason for Referral: Disruption to their learning or to others
2. Students are referred to the Focus Room by their teachers. Teachers fill out a "referral form" – about a half page, nothing that takes longer than 1 minute to complete. The student brings this referral form to the Focus Room.
3. **Teachers must try 2-3 interventions before referring students to the Focus Room.** (i.e. BIST, etc.)
4. Students can self-select to visit the team room if they perceive the need. This would need to be discussed with the teacher and a referral would still need to be filled out and sent with the student. ******* We will monitor the amount of time in the room and adjust plans if it appears students are using the Focus Room option to avoid class.
5. Excerpt from the Student Handbook regarding the use(s) of the Focus Room:

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 - *** We will monitor the amount of time in the room and adjust plans if it appears students are using the Focus Room option to avoid class.

504/I.E.P. Services and Requirements

Students receiving 504 and I.E.P. services are required by state and federal law to be provided with accommodations and modifications according to their 504 or I.E.P. **Classroom teachers should work with the SpEd case manager for that particular student to successfully evaluate their abilities. Any questions and concerns should be directed toward the Special Education Director pertaining to testing, services, and the implementation of the accommodations and modifications.**

TRANSFER STUDENT GRADING POLICY

When students enroll teachers/administrative offices will use prior school grades if available to calculate an appropriate grade or no grade will be given. If a student enrolls before the 34th day of the quarter, teachers may average the student’s prior grade with their current grade, or just use your grade.

SUBSTITUTE TEACHERS

Teachers requiring a substitute need to contact the principal prior to 6:00 a.m. at 573-368-0615, or 573-578-0781. **Please have adequate lesson plans available for all absences.** Ensure that all duties, class schedules, etc. are covered/mentioned within your lesson plans. Substitutes are often difficult to reach, so please notify me as early as possible. Do not rely on a text when calling in. Texts are a permitted method of communication, however, if you have not received a response a call is imperative and required. Have emergency plans available at all time for instances where you cannot get your plans ready in advance.

GUEST SPEAKERS

Teachers should notify the principal of a guest speaker’s name, time of visit, and the topic before finalizing the plan. Guest speakers as well as other special events should be planned whenever possible when all students are in the room. The regular classroom teachers should coordinate with the special’s teacher (and vice-versa) to ensure all students may participate.

EVALUATIONS

Based on the theory of action and beliefs that are the foundation to the state’s model Educator Evaluation System, the primary purpose of the Teacher Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance and growth. All faculty members are required to participate in the District’s, DESE approved, evaluation system (unless otherwise contacted). This will include a current school year’s growth guide pertaining to selected performance indicators, multiple observations, district required SLO, and collaborative meetings with district administration.

GIFT EXCHANGE

Organized gift exchanges will not be done. The teacher or parents are welcome to purchase gifts for their students. Distribution of these gifts can be done by a game.

DRESS CODE

Teachers are a representative of the Licking R-VIII School District, and a highly visible example to the students, parents, and community. Please dress in a manner which sets a positive example and conveys to students that education is a serious and professional endeavor. Therefore, professional attire is expected, except on designated casual days. Casual days will continue to be every Friday and as announced.

Tutoring

All tutoring sessions/groups shall be approved by building administration and composed of 3-5 students. Timelines for beginning and end dates of tutoring payment will be given each year. If a change occurs in the tutoring schedule (cancellation, change of date) teacher must make verbal contact, either face-to-face or phone, before making the alteration to the schedule. A note home will be no longer acceptable.

Oops Tutoring

All assignments that are included in the Licking Elementary curriculum have a purpose and are intended to promote the local, state, and federal learning requirements placed upon the students in district attendance. Therefore, students who do not complete **all** assignments do not (traditionally) only earn a failing grade for incomplete assignments, but also miss out on imperative components of the school year's curriculum when incomplete assignments occur. It is the mission of the school district to not only provide such learning opportunities but hold students responsible for such insufficiencies as failing grades and incomplete assignments.

Oops Tutoring is an after-school program that utilizes a **required** tutoring time, after school, in order to facilitate passing grades and complete incomplete assignments. Student's that are required to stay for Oops Tutoring will be contacted by the student's teacher and given an explanation as to why the date(s) are required for student Oops Tutoring attendance. This date will be set according to the school districts schedule and other factors. Criteria that would earn an Oops Tutoring appointment can include 1 or more missing assignments or a failing grade(s) in any subject, at any time felt deem able by district staff and/or administration.

If a student cannot make the required tutoring session(s) then other means, including but not limited to in-school-suspension may be utilized in order to acquire missing work or improvement of failing grades.

When Oops tutoring is required, please give notice to the appropriate caregivers and the office for documentation purposes. Please note that normal Oops Tutoring sessions will not be logged as a disciplinary action, only if the student/parent(s)/guardian(s) do not comply will the Oops Tutoring will it be viewed as disciplinary and an office referral shall be given by the cooperating/home room teacher.

Teachers may utilize Oops Tutoring as Career Ladder hours (if eligible) or tutoring per-hour payment (for teachers not eligible for Career Ladder).

5th and 6th Grade Detention Communication Policy

Detentions should be utilized in order to develop or deter unwanted behaviors. The discipline of students is an important role in the lives of both teachers and parents. Therefore, the sharing of discipline information with parents is very important.

It is required that at the assignment of every 3rd detention, per quarter, verbal contact by the homeroom teacher should occur with parent(s)/guardian(s) of the student receiving the punishment. Administrative phone calls will also take place at this threshold as warranted, after reporting has been made every Friday/last day of the week.

*All detentions and disciplinary actions (loss of privileges, I.S.S., O.S.S., etc.), will be subject to administrative approval.

BOMB THREATS

Bomb threats are serious matters which must be handled in an orderly manner. The following plan applies:

*If the superintendent receives a bomb threat, he/she will immediately call the authorities and building principals.

*If a principal receives a call, he/she will notify the superintendent. If a teacher or staff member receives a call, he/she will notify the principal or superintendent.

*The fire alarm system for the building or in case this system fails the bell fire alarm signal (short rings) will be used to evacuate the building. When the fire alarm system is activated, strobes and load audible signals will be apparent. Normal fire exit locations should be utilized unless district administration gives direction for off-site evacuation

*Teachers and students will remain outside until notified to return to class. Administration/office staff members/designated individuals will relay such messages.

*During bad weather, the Elementary Gym will be searched quickly so students and staff can assemble there. Fire exits should be utilized in either occasion unless otherwise shared by district administration or exit is blocked or impassable.

*In case of a bomb threat, no one should touch any strange objects or move furniture. Any objects in question should be reported as soon as possible to appropriate individuals or authorities.

DANGEROUS VISITOR

In case a dangerous visitor arrives or is reported in the area, the code **“Lockdown, Lockdown; or Elementary Lockdown” or “Code Orange”** for an evacuation will be given over the intercom.

A. Danger in the building:

“Lockdown, Lockdown; or Elementary Lockdown” – All drills will be identified as a drill during the time of practice.

In some instances, other details may be included in the announcement in order to develop an informative decision of reaction for the classroom teacher(s).

- a. Teachers will calmly lock their doors and continue as usual/move class to parallel corner of room from the door, depending on the announced threat and teacher discretion.
- b. The Title I Math Teacher/School Administrator will notify playground supervisors to move kids at recess either to the high school gym or return to their classroom(s) if possible.
- c. A regular teacher adjacent to a sub-teacher will help the sub with the procedure.
- d. Room 1, or 2 teachers: Lock northeast door
- e. Room 22, or 23 teachers: Lock southeast door
- f. Superintendent: Lock Superintendent’s office
- g. Principal: Lock front doors
- h. Head Cook: Lock cafeteria doors
- i. Trailers: Lock exterior doors
- j. No one is to leave the building unless authorized by the administration or code orange is announced.
- k. Do not allow students to leave the room until “resume schedule” or “Code Orange” is given over the intercom.

B. Evacuation:

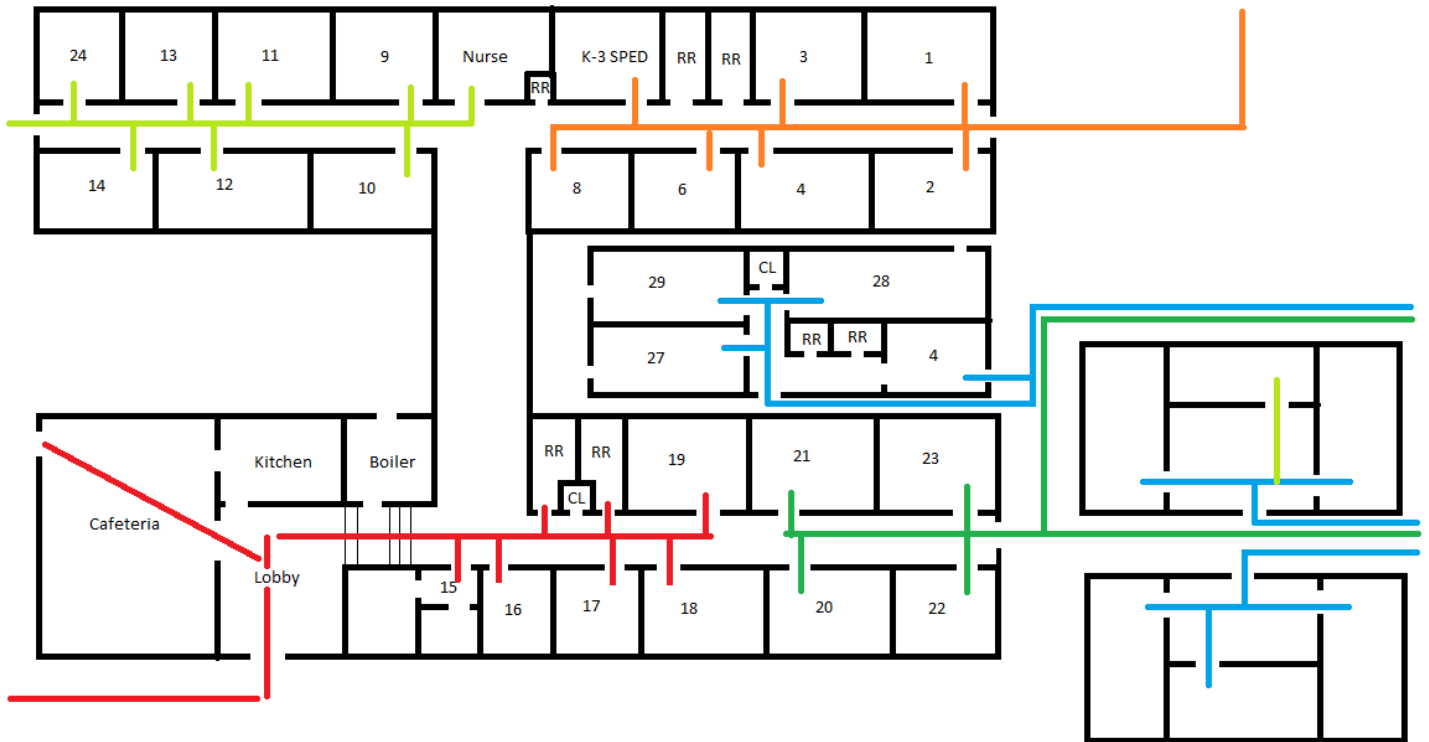
“Code Orange”

- a. Evacuate students to the rally point, Pentecostal Church. **Please keep this information confidential.** Depending on where the intruder or threat is, take the shortest route to the church. Information will be given by principal or superintendent.

LICKING ELEMENTARY SCHOOL
DISASTER & EMERGENCY PROCEDURES

Fire Signal: Strobes and audible siren or Short rings of the bell if the fire system is unusable.

<u>Room #</u>	<u>EVACUATION ROUTES</u>
15-19	Exit front doors and line up south of bus barn
20-23	Exit east door and go to the track area
1-6, and 8	Exit east door and go to the tennis courts
24, 7, 9-14	Exit west door to a safe distance in front of bus barn
Title Services	Go to track area
2 nd Grades	Same
3 rd Grades	Same
Reed	Same
Preschool (WELC)	Bridges building beside WELC
FEMA Gym	Front of Bus Barn



Emergency drills will be held periodically to practice lifesaving procedures. All teachers must take their grade book and take roll upon arrival at designated area. Teachers should inform the principal of any problem resulting from these drills to allow adjustments prior to subsequent drills or actual emergencies

ELEMENTARY TORNADO PROCEDURE

Tornado Signal: Long continuous ring of the bell.

Note: Students should get on their knees and bend forward with their head near the floor and fold hands behind neck to protect head from debris.

Note: Because of close confinement, students must not talk. They should practice this idea during the drills to be conditioned for the actual event.

TEACHERS	PROTECTION AREA
Rm. 19	Inside wall of room
Rm. 21	Same
Rm.23	Same
Rm.15	Connecting Hall
Rm. 17	Same
Rm. 18	Hall wall between 16 & 17
Rm.20	Hall wall between 18 & 20
Rm 22	Hall wall between 20 & 22
Rm.2	Under tables in room
Rm. 4	Hall wall between 6 & 4
Rm. 6	Hall wall between 8 & 6
Rm. 8	Around corner in connecting hall
Rm. 1	Under tables in room
Rm. 3	Under tables in room
Rm. 5	Under tables in room
Nurse	Connecting hall by Medlock's room
Rm. 9	Inside wall of room
Rm. 10	Hall wall between Rooms 9 & 11
Rm. 11	Inside wall of room
Rm. 12	Hall wall between Rooms 10 & 12
Rm. 13	Under tables in room
Rm. 14	Under tables in room
Rm. 24	Inside wall of room
3A	Hall wall between 1 & 3
3B	Hall wall between 2 & 4
3C	Hall wall between 3 & 5
Title Math	Hall wall between 5 & 7
2A	Hall wall outside R.23
2B	Hall wall outside R.21
2C (2020-2021 School Year)	Hall wall outside R.19
Title Reading	Hall in connecting hallway
Preschool WELC	Cafeteria
Gym	FEMA Gym

*When allowable all classes will be dismissed and evacuated to the FEMA Gym and this Emergency Plan will be null.