



**Staff Handbook  
2017 - 2018**

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## **Professional Responsibilities**

### Calendar

A master calendar in the office and a shared google calendar will list all meetings and events taking place at Dayton Grade School. Check this frequently, adding any meetings and events you schedule (i.e. committee mtgs., class evening events, etc.). Make changes in pencil only. Please notify the secretary when placing events on this calendar and complete a "Building Use –In House" form. (For community and/or evening events.)

### Confidentiality

Items of a confidential nature (grade and progress reports, disciplinary referrals, etc.) should not be sent to the office via students unless the item is in a sealed envelope. \*District policy states that student information is to be used by school personnel only and must not be given to outside parties. An adult staff member should bring highly confidential information to the office.

### Copying

The copy machine in the workroom and in the primary and intermediate hallways are for 25 copies or less. Copying through the Print Shop located at the High School is encouraged, and required for more than 25 copies (including 25 copies of many pages!). The request form and box are above the die cut machine in the workroom.

### Cumulative Folders

All children enrolled in an Oregon school must have an Oregon Elementary School Cumulative Record Folder. The office will generate a CUM folder as each new student arrives. All CUMs will be stored in the filing cabinets located in the office. Also stored in the filing cabinets are the portfolios of each student that is enrolled at Dayton Grade School.

Please place items in the CUMs in the following order:

1. Picture Card (optional)
2. Permanent Record Card
3. Registration Forms
4. Report Cards
5. Transcripts
6. Group Assessment Results - Both State and District
7. Alternative School Referrals (retain 3 years)

In a separate file, place all portfolio items alphabetically by class behind your class CUMs. Every child must have a portfolio of work in addition to the official school cumulative record. Refer to the Appendix for the updated version of portfolio directions.

At the end of each year, please purge the CUMs of the following items (according to OARs Div. 40 8.1):

- Records of conversations (other than what would show compliance with federal program requirements)
- Parent notes regarding student behavior
- Written behavioral agreements between the student and school
- Detention records
- Bus citations
- Any other written descriptions of minor behavior infractions which would not identify a student for special services

All purged items need to be submitted to the principal for final review and/or destruction.

### Document Important Information

It is required that teachers use lesson plan books (of some sort) to record lessons planned and taught over the course of the school year. These may be turned in at the close of the school year. It is recommended that teachers use the lesson plan pages/books to document lessons including safety instruction. Safety lessons include teaching character education, school rules, playground rules, manners and all positive behaviors, as well as teaching students those behaviors to avoid and how to respond during safety drills.

Report card comments need to be thoughtfully written, mostly positive and yet accurate. Negative factors (i.e., poor attendance) and/or traits (i.e., has difficulty staying in seat) do need to be communicated to parents. Yet the report card is a formal document which has many uses and is often kept over a period of years. Therefore, it is important to word comments carefully and date each one. It is advisable; and sometimes required, to have another teacher or administrator proofread comments, letters or other written communications before they are sent out.

Communication with parents, certain student behaviors and all student performance must be well documented, too. Grade books, portfolios, report cards and other teacher records constitute professional documentation.

### Grading Policy

See Student and Parent Handbook. Please be informed that documentation is necessary for any grade or comment placed on evaluation instrument. Midterm progress reports will go to students where there are concerns. Report cards will follow the Semester schedule with conferences at six weeks. Work to inform parents regularly and try to avoid unpleasant surprises.

### Hours

Teachers' hours are from 7:30 AM - 3:30 PM. If it is necessary for you to be gone part of this time for an appointment or meeting, please sign out in the notebook on the counter, and complete appropriate leave paperwork.

The office is open from 7:30 AM - 4:00 PM.

### Late Start Monday Meetings – 2 Hours

Late Start Monday Meetings will begin promptly at 7:35 AM. Please see Melissa to add items to the agenda. These meetings are a priority so please don't schedule parent conferences, appointments or other meetings at these times.

### Mailboxes

Please check your mailbox at least twice a day for messages. Your class time will not be interrupted for phone messages unless it is an emergency.

### Reporting Abuse

All staff will be required to participate in annual training in the prevention and identification of abuse of a child and the obligations of reporting. *See District Employee Handbook*

H.B. 2062 Requires all school employees to report to the District-designated administrator if they have reasonable cause to believe that another school employee has engaged in abuse of a child or "sexual conduct". Sexual conduct is defined as "any verbal or physical conduct by a school employee that (A) is sexual in nature; (B) is directed toward a kindergarten through grade 12 student; (C) has the effective of unreasonably interfering with a student's educational performance and (D) creates an intimidating, hostile or offensive educational environment. Intentionally making a false report of abuse of a child is a class A violation. Failure of an employee to report an act of hazing, harassment, intimidation or bullying, menacing, cyber bullying or teen dating violence of a student to the designated district official may be subject to remedial action, up to and including dismissal.

### Retentions (not recommended)

Parents must be informed of the possibility of retention early in the year in order to try to remedy the situation. Alert the principal of any concerns prior to discussing retention with a parent. Please document all home-school communications concerning retention. Include dates on all notes.

See Appendix B - DGS Retention Checklist.

See Appendix C – DGS Retention Process flowchart

See Appendix D - District Policy "Promotion and Retention of Students" (code: IKE).

*Please review the Parent/Student Handbook and the District Employee Handbook at the beginning of the school year and keep them handy.*

### Teacher Evaluations

Evaluation of all staff will be conducted in accordance with established Board policy and applicable district evaluation procedure, collective bargaining agreements and Oregon Revised Statutes. *Certified Staff – see Evaluation Handbook.*

### Field Trips

Field trips must be connected to the curriculum and provide educational enrichment. School District budgeted funds have been eliminated. The P.T.S.O. does provide some funds for each

grade level. Please complete the field trip request form and the estimated cost worksheet and turn in to the office at least two weeks before the trip. Teachers and coaches must review all bus rules and procedures before each field trip. *See appendix A.* All field trip requests must be turned in to the office on or before the spending cut-off each year. *Attendance must be taken for each class before the bus moves every trip. A class list will be generated for you the morning of your field trip. Please be sure to take this list with you to take roll call before returning back to school.* If a parent takes their own student home from the field trip they must sign their student out on the class list beside their child's name.

Parents/Guardian(s) may give permission for their student(s) to be transported in a private vehicle from an event with another adult (licensed driver 21 years or older) under the following conditions:

1. The parent/guardian must sign a permission slip/liability waiver and submit it to the school office allowing reasonable time to process the request prior to the event.
2. The school office will verify the request with the parent/guardian, and the school administrator will notify the coach or advisor that approval has been granted.
3. The adult transporting the student(s) must sign out the student with the coach/advisor when taking the student from the event.
4. This exception cannot supersede a coach/advisor's transportation requirement for participants.
5. Under this waiver provision, the District will not investigate the driving record or proof of insurance for individuals transporting students. The parents are requesting this waive of liability at their own risk.

### Walking Field Trip

A form will be required for all walking field trips. See the vertical file in the work room for this form.

1. Parent permission must be obtained for all field trips.
2. Cafeteria Notification of Field Trips: If two or more classes are going to miss lunch, the cafeteria needs to know at least a week in advance.

### Phones

Keep personal calls to a minimum. Long distance personal calls must be made collect or with your personal cell phone. At no time, whether on duty or off duty, will a personal communication device be used in a manner that interferes with staff duty, the responsibility for the supervision of students or in a manner that violates any other district policy.

Staff members, while on duty and off duty, will judiciously utilize social network sites (e.g. Facebook, Instagram and Twitter), public websites and blogs, by not posting confidential information about students, staff or district business. Staff members, while on duty and off duty will treat fellow employees, students and the public with respect while posting in order to prevent substantial disruption in school. Communication with students using personal communication devices regarding non school-related matters is prohibited during work hours and strongly discouraged at all other times.

Staff actions on social network sites, public websites, blogs and other social media, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. A “disruption” for purposes of this policy includes, but is not limited to, one or more parents threaten to remove their children from a particular class or particular school, actual withdrawal of a student or students from a particular class or particular school and/or a threatened or actual negative impact on the learning environment.

Students may use with adult supervision and possess personal communication devices on district grounds, however, personal communication devices (including cell phones, laptops, etc.) shall not be used in a manner that disrupts the educational process, school programs or activities, or in a manner that violates law, Board policy, administrative regulation or school rules. Students may not access the internet without permission and adult supervision.

### Classroom Pets

Classroom pets may enhance or detract from student achievement depending upon many factors including how they are cared for, and how having the pet is connected to the curriculum. All school pets must be approved before they are allowed at school. Complete a Classroom Pet License form located in the vertical file. Pets are not allowed in a classroom if any child in the class has a significant allergy to the pet. Caged pets must be kept in cages. Please do not allow them to run in the classroom.

### Visiting Pets

Pets belonging to staff members or students may be allowed brief visits at school with prior permission, and provided the visit has specific education purposes. Venomous creatures are not allowed at any time. Pets must be supervised and contained (by an adult who know the animal) and may stay for 30 minutes or less.

## **The Learning Environment**

### Flag and Flag Salute

The flag salute is to be recited at least once each week in the classroom. At some point during the school year, include in your lesson plans instruction on the flag, meaning of the flag salute and the history of our flag. Students should be able to recite the flag salute by themselves as well as in a group.

### Lesson Plans

There are three main purposes for lesson plans:

1. To allow substitutes to be able to ensure the safety of children in your classroom. Please add any behavior plan/safety plan in effect to your sub folder. Also include a reminder to review emergency procedures/clipboard at the beginning of the day. It is the duty of the substitute to understand these instructions and know who to contact with questions. Please leave the substitute with a few options of people to contact.

2. To keep one's teaching on track with the curriculum (i.e. to assure all areas are taught and assessed in a meaningful and efficient manner!)
3. To allow substitutes to be able to step in and keep the class moving in the desired direction. Please make certain that meaningful and easy-to-follow lesson plans are available on your desk 100% of the time. Substitute folders or boxes are recommended.

While lesson plans may not need to be turned in on a regular basis, they may be checked on a random basis.

### Materials Organization

Keep the following list of materials on your desk and/or handy for a substitute at all times:

- Lesson plans
- Teacher's manuals
- Daily class schedule
- Duty schedule
- Teacher's handbook and student/parent handbook
- Emergency Clipboard (updated and hanging on your wall by exit door)
- How students go home clipboard

## **Parent Involvement**

### Parent Partnership

We strongly recommend that all classroom teachers communicate, preferably through telephone calls or face to face visits, with the family of each child in their classroom during the first 2 weeks of school. This initial contact should always have as its goal to communicate something positive that you have observed about this child. This forms the basis for a partnership that will be very valuable to the future success of this student in your classroom. It also is a bonding with the parents that will help throughout the year. Parents need to know they are welcome to come in for a conference anytime (within reason, of course).

Other ways we demonstrate this partnership are the monthly student recognition awards, pieces of eight, weekly or monthly class and school newsletters, school programs to which parents are invited, and weekly folders home. Progress reports and report cards are also valuable for this purpose.

### Staff/Parent Relations

The Board encourages parents to be involved in their student's school affairs and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting school records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody.



2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued. A parent with sole custody shall be requested to provide the district with written instructions regarding particular rights or privileges granted to the noncustodial parent.

Noncustodial parents will not be granted visitation or telephone access to the student during the school day. The student will not be released to the noncustodial parent without written permission of the parent with sole custody.

In the case of joint custody, it is the responsibility of the parents to provide the district, in writing, any special requests or clarification in areas concerning the student and the district's relationship and responsibilities. Such information will be maintained on file in the office and provided to staff, as appropriate.

#### Use of Volunteers

District Policy IIBB states that all screening and background checks will be conducted before using volunteers in the classroom. Each volunteer must fill out a Volunteer Application including Criminal Background Checks before beginning work. The school office will create a list of approved volunteers each fall, and teachers need to be certain each volunteer is on the approved list before allowing them to help in any way.

### **Student/Teacher Support Services**

#### Federal Programs

Know guidelines and who to contact for programs your students are eligible for. (ELL, Sped, Title, Migrant, Homeless, 504, etc.)

#### Referral for Special Services and Testing Process

An excellent Child Study Team is in place to help you with students having difficulty academically or behaviorally. Please see the Special Education teacher or counselor for information on the process.

### **Student Expectations and Management**

#### Assembly Behavior

We have the right and responsibility to expect that our children will behave with respect at school assemblies. The following procedures and incentives are used to encourage appropriate behavior and consequences for inappropriate ones.

Our expectation will be that kids will be silent while there is a speaker at the microphone. They may talk quietly between speakers. Recognition will be done through applauding hands only--no

yelling, cat-calls, etc. Please let your class know that listening is expected. Students who do not follow these expectations will be sent to detention where they will practice the proper assembly procedure, so that they will be successful next time. Please spend time teaching and practicing this procedure. Teach the students how important kindness is to other children.

### Behavior Referral Form

Behavior Referral Forms should be used when teacher interventions such as reteaching, redirection or time outs are not being effective or is insufficient for the action (i.e. fighting is always documented through a behavior referral form).

Referrals for classroom infractions should be either sent home that same day for parent signatures or teachers should call parents. A copy of the referral is to be put in the box in the office. A second copy should be kept by the classroom teacher. Students with serious infractions should be sent immediately to the office with the referral to follow. .

Behaviors that must go through the office include weapons, violence, substance issues (substance abuse or possession) or situations teachers require help resolving. Even so, these things must be carefully documented before being turned in to the office. Should law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the principal or designee will be present when possible. An effort will be made to notify the parent of the situation.

Parents are advised the when an Oregon Department of Human services or a law enforcement official is questioning a child whom the investigating agent believes may have been a victim of child abuse, the investigator may exclude district personnel from the investigation and may prohibit personnel from contacting parents.

The behavior referral is a means of documentation and for communication to keep parents and other staff members informed, however personal contact with parents is always preferred. Document with student's response and signature. It is useful only if it helps the student change his/her behavior, so that they can be successful.

### Suspensions

We will continue to use suspensions as a consequence for extreme misbehaviors--such as violence. The principal, or designee, will always be the one who suspends students and determines the number of days suspended. The principal, or acting principal, will contact the parents of students who are suspended, also, teachers may want to contact parents as a matter of courtesy.

In-school suspensions will generally be given for a half-day. The student is to spend that time quietly doing school work, either in the office or in another classroom. Classroom teachers should have a folder of materials--reading book, math worksheets, etc. that a student could do independently in another classroom, ready in the event that one of his/her students is given an in-school suspension.

### Mediation Program

The Mediation Program can be another resource to you in helping children learn methods to solve interpersonal conflict. Children who are members of the Mediation Team are given an in-depth training in the mediation process, plus have monthly meetings to review skills. Mediations are generally held one day a week and need to be scheduled beforehand. Two trained mediators will help two to four other students talk through the problem and arrive at an agreement. An adult always supervises mediation.

The mediation agreement does not need to be enforced by staff. If problems continue after mediation, the students can ask for a follow-up session. The exceptions to this are any mediations that involve harassment. If the harassment continues after mediation, staff will need to intervene to stop it.

A request for mediation can be filled out by teachers, students or other building staff. Request forms are available in the office and should be given to the counselor when completed.

### Playground Duties

The playground is an active learning environment for students. A major goal of our program is to provide effective supervision of student play and to teach a consistent and logical process of solving problems that promotes respect between students and staff. In addition, there are numerous liability issues facing teachers and the school as we meet our responsibility under the law. These are:

1. Regular inspection of equipment by the Maintenance Director
2. Specific guidelines clearly communicated and consistently enforced
3. Adequate student/staff ratio, proper positioning of staff, enforcement of guidelines and active monitoring
4. First Aid
  - a. If there is an injury involving the head or back do not allow the injured student to move or get up. Send for the principal so that he/she can assess the situation.
  - b. Any injury involving blood should be sent to the office and remember to always carry a blood pathogen pack while on duty for your protection.
  - c. Any scrapes not involving blood do not need to be sent to the office. Give the student a pass and send them to the restroom to clean up.

Other things to remember about duty assignments:

- Be prompt - especially during the lunch duty to ensure safety and your fellow staff members a 30-minute duty-free lunch.
- Use the Dayton Grace School Expectations and Problem Solving Strategies (for example Kelso's Choices, GEM or Mind Up).
- Walkie-talkies should be taken out for each intermediate and primary playground.

You are responsible for your class at all times, except when relieved by an assigned duty teacher. Under no circumstances are children to be released in an area not 'under supervision'. Accompany your class to the playground area to make sure a teacher is on duty. Call the office if your relief is late. You are on duty until the next duty person arrives.

There are several preventive actions that the duty person can take to reduce problems on the playground:

- Be on the playground before the students and check for any unsafe conditions.
- Declare 'off limits' any unsafe conditions.
- Know the playground guidelines and safe use of equipment.
- Keep your eyes moving to all areas of the playground.
- Avoid conversations with students or staff that may interfere with your ability to supervise.
- Go to high risk areas frequently during the duty period.
- Know where the higher risk students are playing.
- Go toward suspicious situations.
- Move around your area.
- Know where your partner is at all times.
- Make sure a duty person is the last one off the playground. Teachers whose room is close to yours should help watch your students until you can arrive to supervise them.
- Have a working radio and fanny pack.

#### Playground Procedures / Rules see Appendix K

Recess is the most unstructured time of the school day. Many of the children in your classroom have not yet developed the skills to deal with unstructured time. Teaching, practicing, reteaching, and re practicing playground procedures will pro-actively minimize these problems, providing a safer play environment and a calmer classroom environment.

Playground procedures will be taught in P.E. class with the classroom teacher and instructional aides present. Please emphasize to your class that all school staff supervising the playground have equal authority. P.E. class will be used for this purpose at the beginning of the year, after Christmas break, and after Spring break. Review procedures when new students arrive:

- 1) Play safely and responsibly. Behaviors to be taught include:
  - Proper use of playground equipment
  - Procedures to insure that playground balls are not lost
  - Identify specific behaviors that are not safe (Leaving school grounds, jumping off of stairways, etc.)
  - Where to play for certain weather
- 2) Solve problems using the plan in our guidebook. Each classroom in conjunction with the counselor is expected to teach a problem-solving curriculum. More is said about the curriculums under the "Problem Solving" section of this guide.
- 3) Include others in your games and let everyone have fun.  
Behaviors to be taught include:

- Sharing equipment
  - Taking turns
  - How to handle disagreements in games
  - How to include others in what you are playing
- 4) Respect others and their games by not running through or interrupting them. Behaviors to be taught include:
- Walking or running around the playing court.
- 5) Line up immediately when the bell rings. Behaviors to be taught include:
- Stopping
  - Going immediately to the designated area to line up
  - Lining up safely and quietly
  - Waiting for their teacher to walk into the building

Teachers should go to the playground at the end of recess to escort their class into the building. Please model promptness for your class. If your class shows consistent responsible behavior in coming in from recess, you may allow them the privilege of entering the building unescorted. They would need to lose and earn this privilege if problems occur.

#### Supervision of Students

The safe supervision of children requires attention, good judgment and health. Staff members are asked to discuss with their supervisor any temporary or chronic health condition(s), which could impair the adequate supervision of students during working hours.

#### Problem Solving Curriculum - Interpersonal Conflicts

Many options for problem solving will be taught to students at Dayton. These guidelines will help them understand how many choices they have to solve problems. We especially emphasize that solutions must satisfy everyone. This helps children learn to respect the rights of others and to care about others' feelings.

Another strongly recommended practice for solving interpersonal conflicts in the classroom are regular class meetings. Research documents many advantages gained through these. There are also specific guidelines for how they can be most successful, as well as pitfalls to be avoided.

#### Problem Solving - Process We will Teach and Use

In order to learn to solve problems that arise in everyday interaction at school, we will teach the students a process that will help them. These questions will be asked and worked through, so that students will understand good ways to learn to cooperate in the school community.

1. Which one of the Dayton Grade School Expectations did you forget to follow?

- I am safe.
- I am respectful.

- I am responsible.
  - I am a learner.
2. What problems did this cause for yourself and others?
  3. What plan can you make to prevent the problem next time? (Either tell me, write it down, or show me.)
  4. What can we do to help you do this?
  5. How will we know if your plan is working?

### Student Recognition Program

Dayton Grade School staff will make an ongoing effort to recognize student behavior that contributes to a positive and ethical school climate. An important part of this effort is, the Pieces of Eight and monthly student recognition awards. Students who have shown improvement in either academic skills or social skills will receive a Pirates Gold award for this effort. Last year almost every student received this honor at sometime during the year.

Also, students from each class will receive Student of the Month awards. These awards are given to students who have shown learning and growth in the following life skills:

- Responsibility
- Integrity
- Service
- Courage
- Respect
- Humility
- Honesty
- Forgiveness

Teachers will spend time during their guidance lessons teaching the value and ways to demonstrate these life skills.

### Bullying/Harrassment

Please help students to learn positive assertive and reporting behaviors to help them deter bullying behaviors from others.

We will not tolerate mean teasing, bullying, hazing, menacing, cyber bullying, threats or intimidation, or any form of harassment. By harassment we mean any kind of unwelcome derogatory statements towards one's gender, race, spiritual beliefs, abilities or appearance. (School Board Policy JBA and JFCF) Students or volunteers may report cyber bullying anonymously. Remedial action shall not be based solely on an anonymous report.

The most effective way to end bullying or harassment is to discuss it with the teacher (or other trained school official) immediately. Please ask your child the name of the adult he/she reported the problem to at school, then contact us immediately if your child complains of harassment or

bullying that is occurring during his/her school day, or on the bus. We will work together to create positive solutions.

### Corporal Punishment

Dayton School District Policy (JGA) strictly prohibits the use of corporal punishment in any form. Corporal punishment is defined as the willful infliction of, or willfully causing the infliction of, physical pain. Physical activity used for punishment may fall into this area. Therefore, check with Principal before requiring any physical activity (i.e. laps around field, scrubbing walls, etc.).

### Rainy Day Lunch Recess

A Specific Schedule will be provided.

- Students have a choice of going into the gym or sitting in the bleachers.
- Students may also choose to stay outside and play or play under play shed. *(Students can only play in rain with waterproof jacket and hood or umbrella.)*
- Students may not go back and forth.

### Restraint and Seclusion

The use of physical restraint and/or seclusion is permitted only as a part of a behavior support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to self or others.

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee [or volunteer] as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint/seclusion under these circumstances is only allowed so long as the students' behavior poses a threat of imminent, serious physical harm to themselves or others. Any student being restrained or secluded within the district whether an emergency or as part of a plan shall be constantly monitored by staff for the duration of the intervention. Immediately notify the office if a staff member has used physical force to restrain a child. That same day the staff member must submit a written description of the event to the principal and the parent must be notified that day and within 48 hours a debriefing meeting must occur. Check with the office for proper paper work to report the use of physical restraints.

### Violence Free Zone

Dayton Public Schools are committed to providing a safe and respectful environment in which all students can learn. To this end, each school building, and all of the school grounds are Violence Free Zones. This means that threats or acts of deliberate violence are not to be tolerated. Such behavior may be referred to the building principal for disciplinary consequences. In addition, Dayton school staff will continue to teach and model positive problem solving skills and provide students training in non-violent conflict resolution. Our mediation program will also continue to be a resource for your child.

Students who choose to use violence will be given consistent consequences, which may include suspension depending on the severity of the incident. Consequences will always include a problem solving session to teach the student(s) alternative choices to violence. Problems, which are ongoing, or involve weapons, may lead to expulsion.

We hope to enlist parents and community in our efforts to educate children about the destructive nature of violence and healthy alternatives to it. To this end, we ask parents to carefully monitor television, movies, and video game programs that their children view.

We hope that parents will model and teach non-violent conflict resolution skills to their children. Please contact the school if you would like more information on how to teach these very important skills to your children.

### Homework

Currently working on this policy. Many experts question homework at elementary level especially for students in poverty.

## **Building/Office Procedures**

### Attendance

Daily attendance will be done in the classrooms by the teachers on E-School. This will be done on your classroom computer. All absences/tardies must be inputted by 8:45 AM Tuesday-Friday, 10:45 AM on Late Start Mondays.

When a student is absent for ten consecutive days, that student will be withdrawn from the school. If the student returns to class, send student directly to the office. The attendance secretary will re-enroll the student.

When a new student comes to your class a copy of the registration form will be placed in your box usually before the student arrives in your classroom. When the CUM folder arrives we will put a note in your box to let you know it has arrived and that it has been filed.

As soon as you know that a student is leaving the school, please notify the office. When a request is received for the student's records, you will receive a notice from the office to update all of the student's CUM records and bring them to the office. At the end of each grading period, an attendance report for that period will be provided for each classroom. This report contains absence and tardy information to be placed on report cards.

### Attendance Celebration

Attendance celebration is an opportunity to reward students who have shown perfect attendance from a Monday to Friday. It is the teachers responsibility to send the students with 100% attendance (teachers may choose to consider tardies) at the appropriate time to the cafeteria. Primary 2:20-2:30 PM – Intermediate 2:35-2:50 PM (bring their backpacks).



## Absences Procedures

Teachers and administrators will work together to reduce student absences at Dayton Grade School. Teachers are asked to make a personal phone call home when a student is absent when the absence is unexplained or there has been no contact from the parent about the absence. Based on the information the teacher receives, the teacher will then follow the Attendance Flowchart to monitor continued absences. The goal of our attendance program is for students to have an attendance rate of 94% or better. This program is intended to increase regular attendance by all students, and change the behavior of students with sporadic or patterns of absences.

Our focus on attendance was initiated after looking at some national statistics around attendance. Students who are frequently absent in preschool and kindergarten have a greater likelihood of continued poor attendance in later grades and are more likely to be behind in reading and math levels. According to Attendance Works, a webpage for reducing chronic absences, "research shows that missing 10 percent of the school year, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month." Missing 10 percent of the school year or two days per month is being chronically absent.

Consecutive absences due to family vacation or illness are considered on a case by case basis by the attendance team, the classroom teacher, counselor and administrator. In general, if the student does not continue to miss school, is not at risk academically and there is no concern of a negative pattern of behavior, then the vacation or illness absence will not move the student through the flowchart.

Our goal is to have students here 94% of the time or better, so students with 94% or better are considered green zone students. Yellow zone students are at risk of missing too many days of school thus negatively impacting their academic and social growth. Our intention is to change the habits and practices of yellow zone students through positive reinforcement, attendance education for both the students and the parents, increased communication with the family and a plan for improvement. The yellow zone is for students with an attendance percentage of 86%-93%. Red zone students have missed too many days already negatively impacting their academic and social growth. Red zone students have an attendance rate of 85% or less. These students also receive positive reinforcement, attendance education for both the students and the parents, increased communication with the family and a plan for improvement. Additionally, red zone students will have the support and involvement of the school counselor and administrator.

Our attendance program is not alone in the state. Oregon State Statutes define "irregular" attendance as missing any 8 one-half day periods in any given four-week period when school is in session. Our program takes the state's expectations a step further as we are aware that our students deserve the full benefit of the incredible instruction that occurs everyday in the classrooms of Dayton Grade School.

Our program in short requires the classroom teacher to make contact with the parents/guardians at possibly the first absence, definitely the second absence and each absence thereafter (except in the event of vacation and confirmed illness). A letter will be sent to parents of yellow and red students. Through a team decision with the classroom teacher, a support plan will be created to positively impact the student.

The first letter notifies the parents of our concern and offers support for improvement. The second letter will be sent by the attendance team to request a conference with the parents, citing Oregon Law, ORS 339.065 when no positive change has been noted or the student continues to miss school. A third letter will be sent in the event that the student's school attendance problem cannot be resolved by our mutual efforts. At this time, the letter could include a citation from the Superintendent or a referral for educational neglect to the Department of Human Services. However, it is our desire to develop a successful plan so that additional procedures will be unnecessary.

#### Tardies

If a student arrives in the classroom after 8:15 AM Tuesday-Friday & 10:15 AM on Mondays, he/she should come to the office for a tardy slip.

#### Student Check Out (Withdraw)

A route slip is used to inform certain personnel of all transferring students to ensure all school property is returned to the school and all lunch charges and/or library fines are paid.

#### Students Leaving School During the Day

Permission must be granted through the office. Students must be signed out by the parent in the office. This is for the safety of every student. Do not release students to anyone before school is out unless you have proof they were released through the office, and make sure that students get home a consistent way. Students must have a note to vary from the routine and it must be stamped by the office.

#### Custodians and Work Orders

One custodian will be on duty during the day and one to clean in the evenings. If you need something cleaned up please contact the office. Work orders are available in the vertical file for repair work.

#### Defibrillator

Any person using an automated external defibrillator (AED) must call or direct another responder to call 9-1-1 or such other emergency phone number serving the area immediately prior to using the AED and must follow emergency procedure protocol as outlined in the training and adopted by the district.

## Emergency/Drills

The goal for every drill is 100% safety for every child and adult on campus. Train all students to obey teacher commands without question during drills. Train yourself to know procedures and to think ahead.

Each classroom should practice their routine sufficiently until they become proficient. Teachers are encouraged to impress upon their pupils that this is a safety measure and must be adhered to diligently. In case there is a bell failure, fire alarms may have to be given vocally. Train students to evacuate without adult assistance.

Red folders are required for each classroom. Hang (near emergency exit) an Emergency Clipboard that holds critical information and take it with you when evacuating the building (if possible). Emergency information includes class list, reading groups, schedules, red/green class cards and Dayton School District's Standard Response Protocol. *Please remember it is the teacher's responsibility to update their folders regularly.* A bell will ring as the return signal. All children are to return to the building, single file, not talking and wipe feet on mats or grating. Again, please enforce the no talking rule as students return to the classroom.

## Fire Drill Procedure

### STUDENTS

- Students line up at the door.
- Walk single file to the appropriate exit.
- Get away from the building to your designated area.
- Wait with your assigned staff for ROLL and further instructions.
- Stay with your class until dismissed.

### STAFF

- Grab red emergency and drill folder – STAY CALM.
- Close windows.
- Turn out lights.
- Close door – leave unlocked.
- Meet students at designated area.
- Take ROLL.
- Hold up appropriate cards:
  - RED if missing student(s)
  - GREEN if students are all accounted for.
- Wait for further instructions from administrators.

See that hall doors are closed after you. DO NOT take time to close windows. Please do not prop open the doors when evacuating the building. There will be no talking by children during the drill. Please enforce this rule.

## Earthquake and Drill Procedure

### STUDENTS

- Move away from windows, shelves, television, etc.
- Hide under desks or near interior walls until shaking stops.
- Exit building/room through fire routes.
- Go to designated area.
- Wait with your assigned staff for ROLL and further instructions.
- Stay with your class until dismissed.

### STAFF

- Grab red emergency and drill folder – STAY CALM.
- Instruct students to move away from windows, shelves, television, etc.
- “Duck, Cover, and Hold” under desks or near interior walls until shaking stops.
- Direct students to designated area through safest route.
- Meet students at designated area.
- Take ROLL.
- Hold up appropriate cards:
  - RED if missing student(s)
  - GREEN if students are all accounted for.
- Wait for further instructions from administrators.

## Intruder Procedure

### Get Out, Lock Out, Knock Out

Intruder is called when there is an imminent threat in the building.

If you identify an immediate threat of violence or an armed threat:

- GET OUT – LOCK OUT – KNOCK OUT
- Contact 911 – identify yourself, location and threat.
- Contact school staff able to notify all occupants – identify yourself, location and threat.

### GET OUT

- FIRST PRIORITY/OPTION
- Discuss planning and practicing escape routes. Plan ahead.
- Evacuate. Leave belongings behind.
- Help others escape if you can.
- Prevent others from entering the building.
- Be a hard target while escaping (zigzag running).
- Keep hands visible and follow orders of police.
- Grade School location – Fire Hall, City Hall Annex
- Junior High/High School location – LDS Church, Baptist Church

### LOCK OUT/BARRICADE

- SECOND PRIORITY/OPTION
- If you cannot get out then barricade.
- Lock doors and windows.

- Place anything and everything in front of entry points.
- Make it difficult or unlikely suspect will be able to enter the room.
- Turn off lights, music, etc. Silence cell phones.
- Arm yourselves. Step up, make a plan of attack.
  - Staplers, chairs, phones, computer, most ANYTHING will work.
- Cover vs Concealment
- Windows – out of view
- REMAIN QUIET!!

#### KNOCK OUT

- LAST RESORT!!! If you are at this point serious injury or death is imminent. Convert your fear to anger!!
- If the shooter is going to gain access to you, IT IS TIME TO FIGHT!!
- Immediately upon entry, attack the shooter to incapacitate.
  - Hit them in the face with an object such as a chair, etc.
  - Immediately mob/attack/dog pile/immobilize.
- Take varied cover positions around the room and entry point and don't be the first thing the shooter sees upon entry.

#### Lock Down Procedure

##### Lock, Lights, Out of Sight

Lockdown is called when there is a potential threat or hazard inside the school building or on school grounds.

##### STUDENTS

- Students in the hallway need to find the nearest classroom or safe place as quickly as possible.
- Move away from exposed windows and doors.
- Messaging friends and/or family is not recommended to prevent misinformation.
  - Be quiet and calm – silence phones.
- Wait with your assigned staff for ROLL and further instructions.
- Wait for school official to indicate lockdown has ended.

##### STAFF

- Lock door and cover window.
- Grab red emergency and drill folder – STAY CALM.
- REMIND STUDENTS:
  - Move away from exposed window and doors.
  - DO NOT TEXT OR MESSAGE FRIENDS AND/OR FAMILY.
  - Be quiet and calm – silence phones.
- Secure other windows and close blinds.
- Turn out lights.
- Verify students present plus "other" students. Follow protocol below for your building.
- Wait for further instructions from administrators/office personnel.
- Grade School Call the office with the names of missing and/or extra students.

\*BE PREPARED. Lockdown situations can escalate into intruder protocols.

The Standard Response Protocol (SRP) is a classroom response to emergency events that may occur at school. Please keep this information with you during any drill or crisis.

<p><b>TAKE SHELTER</b></p> <p>Secure the Perimeter Take Shelter is called when there is a potential threat or hazard <u>outside</u> the school building or off school grounds, or the drug dog is on campus.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>Return to inside of building.</li> <li>Do business as usual within current classrooms.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>Recover students and staff from outside building.</li> <li>Increased situational awareness.</li> <li>Do business as usual within current classrooms.</li> <li>Take roll, account for students.</li> </ul>	<p><b>LOCKDOWN</b></p> <p>Lock, Lights, Out of Sight Lockdown is called when there is a potential threat or hazard <u>inside</u> the school building or on school grounds.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>Move away from sight.</li> <li>Maintain silence.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>Lock classroom door.</li> <li>Lights out.</li> <li>Move away from sight.</li> <li>Maintain silence.</li> <li>Wait for First Responders or Admin ONLY to open door.</li> <li>Take roll, account for students.</li> </ul>
<p><b>INTRUDER</b></p> <p>Get Out, Lock Out, Knock Out Intruder is called when there is an <u>imminent threat in the building</u>.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>Get Out – First Priority.</li> <li>Lock Out – Second Priority.</li> <li>Knock Out – Third Priority.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>Follow Unarmed Response to Active Shooter Protocol.</li> <li>Get Out – First Priority.</li> <li>Lock Out – Second Priority.</li> <li>Knock Out – Third Priority.</li> </ul>	<p><b>OTHER DRILLS – EARTHQUAKE</b></p> <p>Earthquake</p> <p>Students:</p> <ul style="list-style-type: none"> <li>Move away from windows, shelves, televisions, etc.</li> <li>Hide under desks or near interior walls until shaking stops.</li> <li>Exit building/room through fire routes.</li> <li>Go to designated area.</li> <li>Stay with your class until dismissed.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>Grab red emergency and drill folder – STAY CLAM.</li> <li>Instruct students to move away from windows, shelves, television, etc.</li> <li>“Duck, Cover, and Hold” under desks or near interior walls until shaking stops.</li> <li>Direct students to designated area through safest route.</li> <li>Take ROLL.</li> </ul>
<p><b>OTHER DRILLS – FIRE</b></p> <p>Fire</p> <p>Students:</p> <ul style="list-style-type: none"> <li>Students line up at the door.</li> <li>Walk Single file to the appropriate exit.</li> <li>Get away from the building to your designated area.</li> <li>Wait with your assigned staff for ROLL and further instructions.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>Grab red emergency and drill folder – STAY CLAM.</li> <li>Close Windows, turn out lights.</li> <li>Close door – leave unlocked.</li> <li>Take roll.</li> </ul>	<p><b>NOTES</b></p> <p>In any of these events, remember:</p> <p>Students:</p> <ul style="list-style-type: none"> <li>Stay off your phone and other electronic devices.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>Keep your phone silenced, but be aware that Admin may call.</li> </ul>

### Emergency Closures

In the event of hazardous or emergency conditions, all district schools or selected schools or grade levels may be closed or schedules altered to provide delayed openings of school and/or early dismissal of students, as appropriate.

A phone tree will be distributed to all staff for use in the event of delayed openings or school closures. School messenger and Facebook may be used to notify both staff and community of events.

### Epinephrine

A premeasured dose of epinephrine may be administered by trained, designated district staff to any student or other individual on school premises who the personnel believe, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

### Medical Protocols

All staff need to check the Medical Protocol Notebook at the start of the school year. Please be sure to read through the Medical Protocol book in the office, and sign off after reading

### Equipment and Supplies

Basic supplies are stored in the room adjacent to the office. Please take only what you need. If something is running low or out please indicate on the paper on the wall and the custodian will restock. Please keep the supply room neat and clean and put the handle to the paper cutter down when you are finished.

### Reimbursements/Requisitions

If you have a special project requiring something other than the basic supplies please check with the building principal for possible purchase. Each teacher will have \$100.00 for miscellaneous supplies such as stickers, cooking supplies, etc. Your receipt should include only school items. Do not submit your grocery receipt with one or two items circled.

No obligation may be incurred by any staff member unless that expenditure has been authorized in the budget or as may otherwise be permitted by Board action and/or Board policy. No purchase [including purchases from student boy funds] will be authorized unless covered by an approved purchase/requisition. (Forms are available in the office.)

All building purchase orders/requisitions will be processed in the order received by the District Office and must be completed with the following information:

1. Date;
2. Vendor;
3. Delivery address;
4. Item quantity;
5. Item description;
6. Unit value;
7. Total amount;
8. Budget code;
9. Name of requestor;
10. Signature of individual authorized to sign.

## Student Body Cash Procedures

### Money Held in Vault for Teachers

- Staff members may present a manila envelope to office staff member for placement in vault.
- If money is to be added or taken from the envelope, office personnel will give envelope to staff member.
- The office is not responsible for cash. Envelope held for safe keeping in the vault.
- Money must be turned in before the office closes each day. Do not keep money in classrooms overnight.

### Money Given to Office for Deposit

- The staff member is responsible to inform office staff when all money has been collected and is ready for deposit.
- Complete a Summary for Deposits/Cash Received for student body account funds to be deposited.
- Staff member and office personnel will verify deposits/cash together.

### Making Change

- Office personnel can only make change out of petty cash fund.
- Change will be made for \$5.00 or less when change is available.

### Requesting a Check

- Please ask the secretary for a voucher (not a requisition). Complete the voucher, attaching a bill or invoice.
- Voucher needs the principal's approval.
- Allow at least two days for the check to be issued.

## Student Body Fund Raisers

Typically we have two all-school fundraisers each year - PTSO Pirate Walk and Read-A-Thon. The administrator must approve any other fundraisers you would like to have for your class or for an activity. Any monies needed from Student Body funds will need a voucher filled out in order to receive funds. All fundraisers must be approved prior to any action including advertisement and/or collection of funds. A letter must go home to parents explaining how the funds will be spent. Please complete a Fundraiser Activity Request form and attach a copy of the parent letter.

## Forms

The vertical file in the workroom holds the following forms. Please refer to the listing posted on the wall next to the file for location of each form:

- Accident Report
- Attendance Goals
- Behavior Referral - English
- Behavior Referral - Spanish
- Building Use - In House
- Child Abuse/Neglect Referral
- Certified/Classified Substitute Evaluation Form
- Classroom Pet License
- Classroom Schedules
- CST Referrals
- Extra Duty Compensation Request
- Field Trip/Cost Calculation & Walking Field Trip Requests



- Fundraiser Activity Request Form
- Maintenance Work Orders
- Mediation Request
- Mileage Report
- Payroll Advance
- Portfolio Entry Form
- Problem Solving (English)
- Problem Solving (Spanish)
- Professional Growth Reimbursement
- PTSO Grant Requests
- Requisitions
- Spanish Family Contact
- Substitute Request/Notice of Absence
- TAG Forms
- Testing Documentation
- Threat Assessment
- Translation Requests
- Video/Film Application
- Violence Prevention Check/Threat to Self

### Hazardous Materials

Students are not to be given “white-out”, rubber cement or any other toxic materials for school use. These items can be found in the office.

### Head Lice

School Staff will refer student to the office for lice checks if they see: 1) Persistent itching or scratching, known exposure to sibling or other close contact with head lice (e.g., seat mate in classroom, locker partners, overnight sleep activities, scouts, etc.), self (student or parent) referral; 2) Three nonrelated cases of head lice in a classroom within 10 consecutive school days mean that all children in the classroom be screened by the following school day; 3) If there is infestation among three percent of the entire student population within 10 consecutive school days, there will be a screening of all students in the school within one week.

### School Messenger

School Messenger is a service for parental outreach, emergency broadcasts, student attendance, mealtime fund notices and other communication for education. School Messenger will be used to give parents timely attendance information. Automated calls will go out to parent when students are absent without prior school notification.

Should a telephone message not get through on the first try, up to three more tries will be made. The message will be left on an answering machine if the recipient does not answer. The school can then follow up with other types of notification or contacting other names on the student’s contact list.

School messenger will also be used for reminders about upcoming events as well as emergency notifications such as a school delay for inclement weather. If you have questions about School

Messenger you can go to [www.schoolmesenger.com](http://www.schoolmesenger.com). If you have questions about how the system will be used in the Dayton Schools please contact the school office.

#### Nurse Referrals and Immunization Information

The nurse for the school district is available for a limited number of hours during the week. If you have any concerns you would like her to address, place a note in her box. All students enrolled in school must have up-to-date immunizations. The school nurse will monitor each student's immunization status throughout the year.

#### No-Release Requests

Some parents request that no information, concerning their child be released to the public. Following registration process each September the office will provide a list of those students to faculty. Please remove the names of all "no-release" students from class lists posted outside the classroom. OR, to make things simpler, use only first names (one last initial is okay if needed) when posting class lists. Remember (this same procedure and) use only first names for those Valentine lists, too! Be sure to check with the office if you have any questions about these students.

#### Photographs at Dayton Grade School

The internet has made taking a simple picture into a much more complex issue! Students may not take pictures of other children at school unless they have prior permission from the classroom teacher. Some children are on a confidential restricted list and may not have any photographs taken at school. Teachers are responsible for keeping track of that information. This restriction is for everyone's safety and privacy. Children who do not comply with this rule will be subject to discipline.

#### Opt-Out Procedure

Parents may request that their own children do not participate in lessons that contradict particular family values or beliefs. This happens at our school occasionally during lessons for AIDs and/or human development. There may be other social studies, health or science lessons that apply to this practice, as well.

Parents must make this request in writing, a simple note will do. Teachers need to respond back to the parent by phone or note to let them know the request was received. Then DGS staff will proceed by the following procedure:

1. Teacher will give a copy of the note to office staff.
2. Teacher will give office dates and times of all lessons in the unit.
3. Teacher will arrange for alternate work for the child to complete in another classroom.
4. Child will report to the office before reporting to the next classroom.
5. Office staff will call for the student if this does not happen according to the teacher's chosen schedule.
6. Office and classroom teacher will document that the child attended the alternate activity.

Obviously, under these circumstances, every effort should be made to reassure the child that he or she is not in trouble or making anyone unhappy. Arrangements and procedures need to be carried out in a matter-of-fact manner.

Each child needs to have the benefit of at least one face-to-face parent + teacher conference each year. Parents need to also be invited to meetings of the Child Study Team at which their child will be discussed.

#### Sending Students to the Office

Send a note with a child, or call office to tell why a child is being sent to the office and for how long.

#### Staff Room

Please check with office before scheduling classes or testing in staff room.

#### Student Teachers (Volunteers, Interns, Etc.)

Begin all student teachers' experiences with a thorough discussion of safety, supervision and classroom management.

#### Textbooks/Technology

Please check out textbooks/technology to students by number and keep a list of the numbers. Students are responsible for lost and damaged books/technology.

#### Tobacco-Free Schools

No student, staff member, or school visitor is permitted to smoke, inhale, dip, or chew, or sell tobacco at any time, including non-school hours: in any building, facility, vehicle or on school grounds, athletic grounds, or parking lots. We must enforce this rule for students, staff and visitors.

**While riding a school bus, students will:**

1. Obey the driver at all times.
2. Not throw objects.
3. Not have in their possession any weapons as defined by Board policy JFCJ – Weapons in the School.\*
4. Not fight, wrestle or scuffle.\*
5. Not stand up and/or move from seats while the bus is in motion.\*
6. Not extend hands, head, feet or objects from windows or doors.\*
7. Not possess matches or other incendiaries and concussion devices.\*
8. Use emergency exits only as directed by the driver.\*
9. Not damage school property or the personal property of others.\*
10. Not threaten or physically harm the driver or other riders.\*
11. Not do any disruptive activity which might cause the driver to stop in order to reestablish order.\*
12. Not make disrespectful or obscene statements.\*
13. Not possess and/or use tobacco, alcohol or illegal drugs.\*
14. Not eat or chew gum.
15. Not carry glass containers or other glass objects.
16. Not take onto the bus skateboards, or other large objects which might pose safety risks or barriers to safe entry and exit from the bus;
17. Accept assigned seats.
18. Stay away from the bus when it is moving.\*
19. Be at the bus stop five minutes before the scheduled pick up time (schedules will be posted on all buses).
20. Answer to coaches, teachers and chaperones who are responsible for maintaining order on trips.

\*These regulations, if broken, are SEVERE violations with severe consequences because of the threat to the safety of others.

## Dayton Grade School Retention Checklist

Child's Name \_\_\_\_\_

D.O.B. \_\_\_\_\_

Action	Date Planned/Begun	Date Completed
Parents notified of teacher concern		
Case discussed at CST		
Intervention strategies used in class		
Light's Retention Scale completed		
LRS scored		
CST reviews data and decides		
Parental contact and/or signatures		

Brief summary of CST recommendation:

\_\_\_\_\_  
CST Chairperson                      Date

\_\_\_\_\_  
Classroom Teacher                      Date

\_\_\_\_\_  
Counselor                                  Date

\_\_\_\_\_  
Principal                                      Date

\_\_\_\_\_  
Parent                                         Date

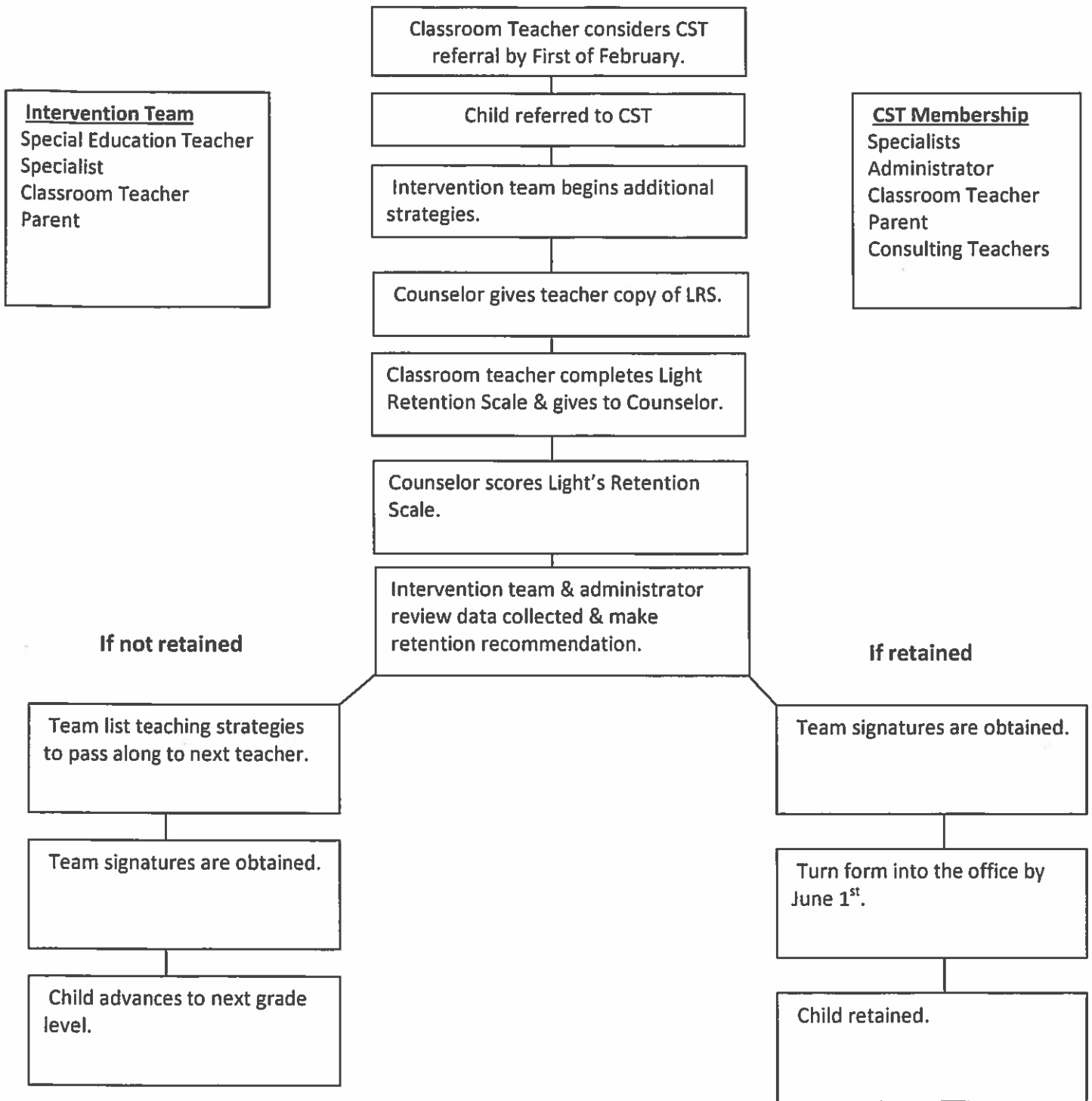
\_\_\_\_\_  
Other CST Member                      Date

Describe parental response (attach additional pages as needed):

*Appendix B*

**Turn this form into the office by June 1st.**

## DGS Retention Process



# Dayton School District 8

Code: **IKE**  
Adopted: 1996  
Readopted: 8/11/15  
Orig. Code(s): **IKE**

## **Promotion and Retention of Students\*\***

Students who cannot demonstrate proficiency in each subject area or who are not making adequate progress towards demonstrating proficiency at their grade levels will be considered for retention.

Teachers must notify the principal of these students, make a recommendation to the principal concerning their promotion/retention and hold a conference with parents. Parental decisions will be final, but when the parents' decision is not in agreement with the school's recommendation, parents must sign a "release from responsibility" form to be placed in the student's file.

**END OF POLICY**

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**Legal Reference(s):**

OAR 581-022-1130  
OAR 581-022-1670

# Dayton Grade School Portfolio Entry Form 2017-18

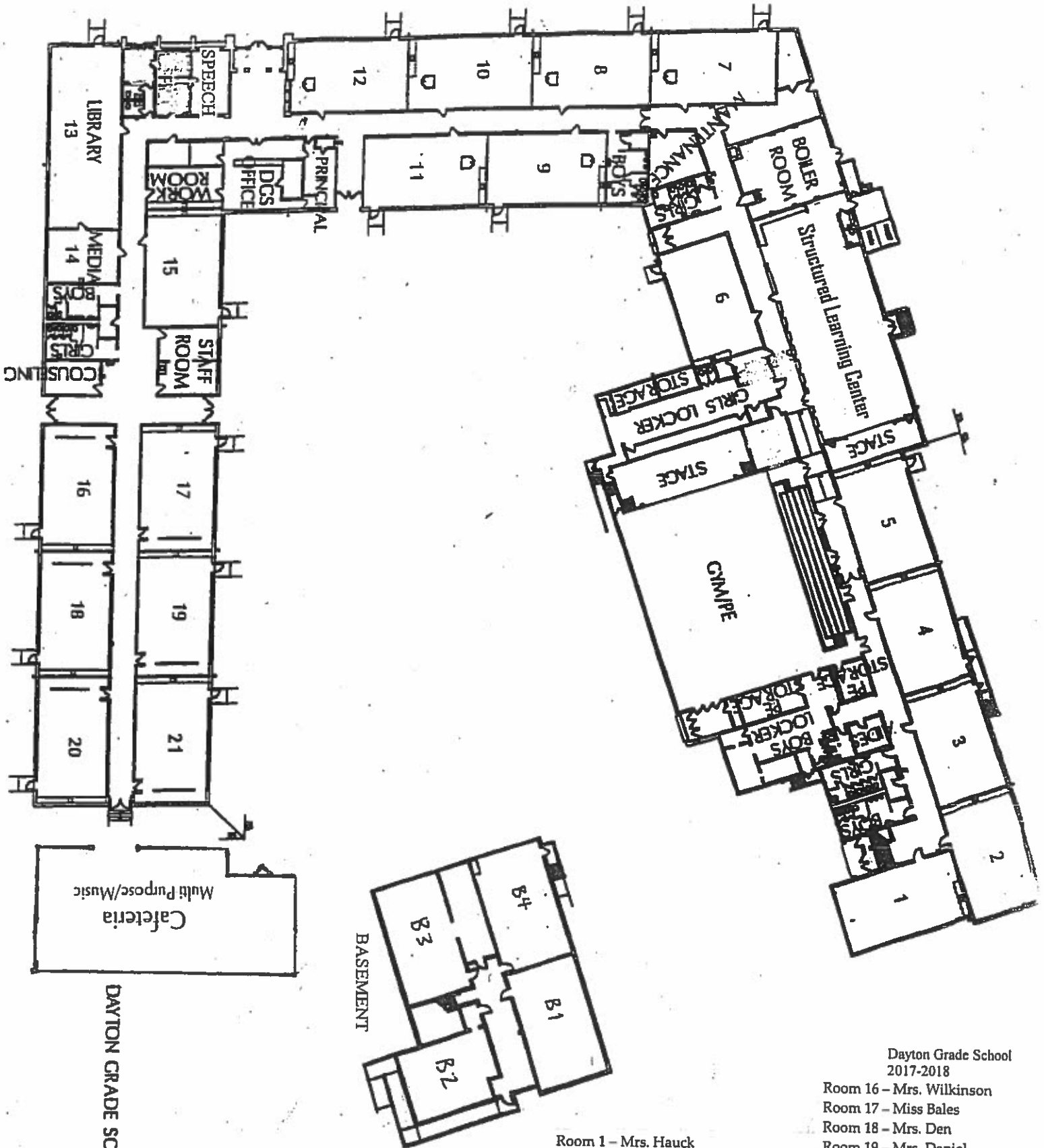
Name: \_\_\_\_\_

Grade \_\_\_\_\_

## Content Areas For Work Sample Scoring:

<p><b>Reading: English or Spanish</b></p> <p>BAS Fall _____</p> <p>BAS End of Year _____</p> <p>BAS Level:                      Red                      Yellow                      Green</p>	
<p><b>Writing (attach sample)</b></p> <p>___Opinion                      ___Informative                      ___Narrative</p> <p>Write for Specific Purpose      NA    N      CA    AS    MS    ES</p> <p>Conventions                      NA    N      CA    AS    MS    ES</p> <p>Topic Sentence &amp; Details      NA    N      CA    AS    MS    ES</p>	<p><b>Comments:</b> (Or you can use your grade level writing rubric)</p>
<p><b>Mathematics</b></p> <p>STAR Math Fall _____</p> <p>STAR Math End of Year _____</p> <p>Math Level:                      Red                      Yellow                      Green</p>	<p><b>Comments:</b></p>
<p><b>Speaking and Listening</b></p> <p>Presents Knowledge on a Subject      NA    N      CA    AS    MS    ES</p> <p>Listens to Others                      NA    N      CA    AS    MS    ES</p> <p>Participates in Discussions              NA    N      CA    AS    MS    ES</p> <p>Delivery                      NA    N      CA    AS    MS    ES</p>	<p><b>Comments:</b></p>
<p><b>Science</b>                      (Grades 4, 5)</p> <p style="text-align: center;">independent entry                      assisted entry</p> <p>Forming a Question or Hypothesis      NA    1    2    3    4    5    6</p> <p>Designing an Investigation              NA    1    2    3    4    5    6</p> <p>Collecting and Presenting Data              NA    1    2    3    4    5    6</p> <p>Analyzing and Interpreting Results      NA    1    2    3    4    5    6</p>	<p><b>Comments:</b></p>





DAYTON GRADE SCHOOL

Dayton Grade School  
2017-2018

- Room 1 - Mrs. Hauck
- Room 2 - Mrs. Mack
- Room 3 - Mrs. Bertoglio
- Room 4 - Mr. Blackburn
- Room 5 - Mr. Graves
- Room 6 - Mrs. Vuylsteke
- Room 7 - Mrs. Dallas
- Room 8 - Mrs. Chase
- Room 9 - Mrs. Couch
- Room 10 - Mr. Brown
- Room 11 - Mrs. Shaffer
- Room 12 - I.T. Center
- Room 15 - Math Lab

- Room 16 - Mrs. Wilkinson
- Room 17 - Miss Bales
- Room 18 - Mrs. Den
- Room 19 - Mrs. Daniel
- Room 20 - Mrs. Hill/Mrs. Schilling
- Room 21 - Mr. Spidal
- Room B3 - Book Room
- Room B4 - Mrs. Anderson
- SLC - Miss Nordahl
- Library - Ms. Shelburne
- Music - Mrs. Lewing
- Gym - Mrs. Martin
- Speech - Mrs. Button
- Counselor - Mrs. Porter
- Assistant Principal - Mrs. Symons

## Problem Solving Sheet for Recess

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who is involved:

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Check what is needed to be solved:

- Respect
- Responsible
- Safety
- Rules Broken
- Aggression
- Yelling
- Cooperation
- Not Including Everyone
- Not Agreeing
- Other

\*Have you used 2 Kelso's Choices? YES NO

If Not, go try two then come back to mediation if they don't work.

## Problem Solving Sheet for Recess

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who is involved:

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Check what is needed to be solved:

- Respect
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## **Playground Rules**

The playground rules relate directly to the Dayton Grade School Expectations listed below. Whoever is supervising the playground at the time decides what is allowed and what is not. If you are uncomfortable with something the students are doing, you may stop them. The rules are taught in PE at least three times each year. The students are expected to follow the rules. If they do not, you may write up a behavior slip for the student.

### **Dayton Grade School Expectations**

**I am safe.  
I am respectful.  
I am responsible.  
I am a learner.**

Some specific examples of behaviors that are considered unsafe on the different pieces of equipment and therefore violate the second principle are listed below. This list is not all inclusive, but is a good starting point.

*Rules for each specific games attached.*

#### **4 - Square Rules:**

1. Only a rubber ball is used
2. Ball must be hit underhand, palms up fingers down.
3. To serve ball must hit ground in the serving square before service. Serve has to be hit underhand.
4. No catching or carrying a ball to return the serve.
5. Ball cannot hit any part of body except hands
6. ball hits on the line or outside of the line the person who struck the ball is out
7. player must hit the ball with an open hand.
8. If the ball is not returned after it hits inside their square they are out.
9. no spiking ( hitting overhand or hardies).

#### **4 - Square Outs:**

1. If hit with closed hand or fist.
2. If ball hits inside square and not returned.
3. If ball is caught or carried to return.
4. If ball hits any part of body but hand
5. If ball hits on line or out of square.
6. No arguments, both will be out.

### Basketball Rules:

1. Picking teams:
  - a. captains must pick even teams, one at a time and taking turns until everyone is chosen.
  - b. Every player stays on the original team joined, no trading
2. Game begins with a tip-off
3. absolutely no physical contact, if students get too rough then they will be banned from the game.
4. Players will call their own fouls
5. when on defense players must leave an arms distance from each other. They cannot be body to body, must leave space.
6. Players must jump-stop in order to not travel
7. Players must dribble with one hand in order to not turn the ball over with a double dribble.
8. Game ends when whistle is blown. (if doesn't end those players cannot play basketball the next day).

### Basketball Rules:

1. Teams must be even.
2. Game starts with a Tip-off.
3. NO PHYSICAL CONTACT
4. NO JUMP BALL
5. Players must dribble with one hand, if dribble with two = Double Dribble
6. Players call fouls.
7. Defense must leave arms distance from players.
8. Players must jump- stop, or = Travel and a turned over ball.
9. NO ARGUMENTS, or game will end.

### Dodgeball Rules:

1. Only 3 balls per court
2. Different grades can play with each other as long as problems do not occur, (3-4, or 4-5).
3. If hit by a ball player must go to prison, they have to take their outs or they will be suspended from playing.
4. If a player catches a ball that is thrown from the opponent, that player can call a teammate in that is in prison back to the game.
5. You can use one ball to deflect or block a throw.
6. If a player holds a ball longer than 10 seconds when a player counts, then they have to give the ball to that person who is counting.
7. Head shots do not count, unless a player is intentionally ducking.
8. If a student is hit in the face the player must apologize.
9. Everybody plays or nobody plays.
10. Picking teams:
  - a. captains must pick even teams, one at a time and taking turns until everyone is chosen.
  - b. Every player stays on the original team joined, no trading
11. Game ends when whistle is blown. (if doesn't end those players cannot play dodgeball the next day).

### Dodgeball Rules:

1. Only 3 dodgeballs per court.
2. Players can only have one ball.
3. If hit by ball player must go to prison. (Must take your outs)
4. If player catches a ball thrown from opponent, player can call teammate back in the game that is in prison.
5. After back from prison have 5 seconds before can be hit again.
6. Players can use one ball to block a throw.
7. Count 10 Seconds for a held ball.
8. Head shots do not count, unless ducking.
9. **NO ARGUMENTS, or game will end.**

## Football Rules:

1. Absolutely no physical contact
2. One hand touch determines the down, touch needs to be below the shoulders and above the knees.
3. Teams must be even
4. Everybody plays or nobody plays. (4th and 5th only)
5. Picking teams:
  - a. captains must pick even teams, one at a time and taking turns until everyone is chosen.
  - b. Every player stays on the original team joined, no trading
6. Rock-Paper-Scissors determines the kick-off team.
7. Game begins with a punt and return
8. Referee will determine the downs and the penalties
9. After a hike the quarterback has 5 seconds before a team can rush.
10. Only forward passes (front or forward lateral)
11. No diving
12. Game ends when whistle is blown. (if doesn't end those players cannot play football the next day).

## Football Rules:

1. Teams must be even.
2. A referee is selected to call penalties.
3. NO PHYSICAL CONTACT
4. Rock-Paper-Scissors determines the kick off team.
5. The game begins with a punt.
6. Player is down on a one hand touch. Touch must be below the shoulders and above knees.
7. After the hike player has 5 seconds before they can be rushed.
8. No diving.
9. NO ARGUMENTS, or game will end.

### Kickball/Baseball Rules:

1. Teams must be even
2. Everybody plays or nobody plays.
3. Picking teams:
  - a. captains must pick even teams, one at a time and taking turns until everyone is chosen.
  - b. Every player stays on the original team joined, no trading
4. A referee is selected to call outs, they must know the rules of the game
5. No physical contact
6. Rock-Paper-Scissors will determine the home team
7. Three pitches are allowed to hit/kick the ball
8. No tag-outs. Only force outs
9. No stealing.
10. If a player has not reached the base when the pitcher has the ball, that player is out.
11. If a ball is hit/kicked into the air and is caught it results in an out
12. If a runner does not tag up when a ball is in the air that player is out when the ball gets to the base they started at
  - a. tagging up is staying on the base until the ball is caught
13. No diving or sliding
14. Homerun = ball bouncing twice or less and hits the back wall.
15. Game ends when whistle is blown. (if doesn't end those players cannot play dodgeball the next day).

### Kickball/Baseball Rules:

1. Teams must be even.
2. A referee is selected to call outs.
3. NO PHYSICAL CONTACT
4. Rock-Paper-Scissors determines home team.
  5. Three pitches allowed to hit/kick the ball.
  6. No tag-outs. Only force outs.
  7. If a player has not reached the base when the pitcher has the ball, that player is out.
  8. A ball hit in the air and caught results in an out.
  9. No stealing bases
10. No diving or sliding.
11. If ball bounces twice then hits back wall = Homerun.
12. NO ARGUMENTS, or game will end.



## **Play Structure Rules:**

1. WALKING ONLY, no running and no tag games in the bark chips.
2. No grabbing or play fighting.
3. Zipper:
  - a. No pushing, lamming, or leaping onto the zipper.
  - b. Make sure path is clear below.
  - c. Use two hands.
  - d. Need to be able to reach the handle without help.
4. Rings:
  - a. One person at a time.
  - b. Make sure path is clear below. Keep in one direction.
  - c. Keep rings hanging, do not throw them on top of the bar.
  - d. No Chicken!
5. Monkey Bars:
  - a. Use the small bars only not the outside edges
  - b. Start is at the end closest to the playshed.
  - c. Make sure path is clear below.
  - d. No Chicken!
6. Slides:
  - a. Slide only on bottoms feet first.
  - b. Only one at a time.
  - c. No climbing up the slides or on top of the slides.
7. Bridge:
  - a. No climbing onto the bridge
  - b. No getting off from the bridge
  - c. No jumping up and down while on the bridge.
8. Pole:
  - a. Must have two hands on the pole while sliding down.
  - b. Only one at a time on the pole
9. Swings:
  - a. Bottom only on Swings
  - b. No pushing others on swings
  - c. No running under swings
  - d. No twirling swings
  - e. No jumping off swings.
10. Playshed:
  - a. No kicking balls in the playshed

**Soccer Rules:**

1. Is only played on designated field.
2. Only one goalie per team. Goalie can touch the ball
3. All other players cannot touch ball with hands or = Handball and turnover
4. Keep hands, body and feet to yourself at all times
5. If ball goes out of the boundaries ball must be picked up and thrown in, players cannot keep playing it on the ground outside of boundaries.
6. Everybody plays or nobody plays.
7. Picking teams:
  - a. captains must pick even teams, one at a time and taking turns until everyone is chosen.
  - b. Every player stays on the original team joined, no trading
8. Game ends when whistle is blown. (if doesn't end those players cannot play soccer the next day).

**Soccer Rules:**

1. **NO PHYSICAL CONTACT**
2. **Only goalie can touch ball w/ hands. Handball=touching ball with hands.**
3. **If ball bounces out of bounds it needs to be thrown over head.**
4. **If goal is scored ball is picked up and started in the center of the field.**
5. **Keep hands, body and feet to yourself at all times.**
6. **NO ARGUMENTS, or game will end.**

## **Rules for Tether Ball**

1. Two students stand on opposite sides of the pole. They must stay on their side during the game.
2. One server is selected to serve.
3. To start the game, the server hits the ball with a fist.
4. After the serve, the server cannot hit the ball until the other hitter hits it.
5. The other player tries to unwind the rope in the opposite direction.
6. The winner is the student who winds the rope completely around the pole.
7. There are no "do overs"
8. No kicking or sitting on tetherballs.

### **Outs:**

1. Ropy = touching the rope with hand or arm.
2. Hitting the ball with an open hand.
3. If the ball hits any part of the body other than the hand
4. Stepping across the center line
5. Double hit = Hitting the ball more than once when it's on your side.
6. Set-ups = stopping the ball or catching it.
7. Wins two games in a row
8. Disagreements must be settled in less than one minute or both players are out.

### Rules for Wall Ball:

1. Played with two or more people in a line.
2. Played with rubber ball against one wall.
3. To serve:
  - a. Ball must bounce once on the serve.
  - b. Ball must be hit with closed fist only
  - c. Ball may be served over or underhand
4. After ball hits the wall ball can only bounce once before the next person in line hits it.
5. If the player who just struck the ball interferes with the other player, that player is out
6. If they hit the ball with open hand its an out
7. if they let the ball bounce twice it is an out
8. if the ball is caught or thrown it is an out
9. if the ball is hit lightly it is an out
10. if the ball is hit out of bounds it is an out
11. if the ball is hit and bounce close to the wall it is an out
12. if the ball hits the corner where the wall and ground meet it is an out.

### Wall Ball Outs:

1. If hit with open hand
2. 2 bounces after ball hits the wall.
3. If the ball hits line or out of bounds.
4. If ball is caught or thrown.
5. Interference with ball or player.
6. Double hit = Hitting the ball twice on your side.
7. Baby = soft hit.
8. Waterfall = when ball skims wall.
9. Gutter = ball hits corner of wall and ground.
10. No arguments, both will be out.