

QUINTER



Elementary School

2018 - 2019

Handbook

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needs to be updated after corrections are made

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Welcome to Quinter Elementary School!

Dear Parents,

Learning is an exciting life-long endeavor for us all and at Quinter Elementary School we strive to create a positive learning environment. The faculty and staff believe we should celebrate differences and support each student as he/she strives to meet his/her individual potential. This handbook is intended as an introduction to the programs, procedures, goals, and services provided at Quinter Elementary School. Some rules and policies are grade level specific and can be attained by asking your child's classroom teacher for his/her classroom information. Thank you for being a part of this learning community; we look forward to working with you and your child/ren.

Sincerely,

Kari Kephart,
Principal/Superintendent

USD 293 Mission Statement

Each student will be positively encouraged and intentionally directed

- to **reach** rigorous academic goals
- to **develop** social and emotional skills
- to **attain** physical and nutritional growth
- to **acquire** the tools necessary to succeed in all aspects of life
- to **achieve** his/her full potential in the ever changing society of the 21st Century.

This must be a cooperative effort among family, community, and school to ensure that students are lifelong learners who

- **reflect** and **grow**
- **apply** knowledge
- **show** compassion and **display** courage.

Non-Discrimination Statement

U.S.D. #293, Quinter, Kansas does not discriminate on the basis of race, color, national origin, religion, sex, age, or handicap in admission or access to, treatment or employment in its programs and activities. If an exceptional need arises, U.S.D. #293 is committed to provide services to all students who qualify according to Kansas State Law. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Superintendent, Kari Kephart, 601 Gove Street, Quinter, KS 67752.

General Information:

School Hours

The school office hours are **7:30am – 4:30pm**. Students may begin entering the building at 7:30am. Students arriving before 8:00 a.m. are greeted and **wait inside one of the two east entrance areas**. Students wanting to eat **breakfast may enter the cafeteria at 7:40 a.m.** Teachers are in their rooms and will **welcome students at 8:00 a.m. Instruction begins at 8:20 a.m. and ends at 3:40 p.m.**

Teachers are available for parent conversations 7:50 a.m. - 8:00 a.m., during their individual plan times Mon-Fri, and afterschool 3:40 p.m. - 4:00 p.m. Mon-Thurs.

Arrival and Dismissal Procedures

Our arrival and dismissal procedures are carefully developed to ensure the safest possible environment for our students.

- **Morning Drop-Off Procedures:** Students should be dropped off on the west side of Gove Street (alongside the curb in front of the school), unless an adult escorts the student across the street. To help this go as smoothly as possible, please pull forward as far as you can to drop off your child and remain in your vehicle for a quick exit. If you must walk your child into the building, please park on the east side of Gove Street. We advise the use of the crosswalk when crossing the street.
- **Afternoon Pick-Up Procedures:** All students not riding a bus are dismissed immediately following the departure of the school buses. If you must pick up your child before this time, please come to the school office.
 - If you wish to remain in your vehicle to pick up your child, please join the vehicle line behind the school buses on the west side of Gove Street. Once the school buses leave, pull forward. To help dismissal go as smoothly as possible, please pull forward as far as you can to pick up your child and remain in your vehicle for a quick exit.
 - If you wish to walk up to the building to pick up your child, please park on the east side of Gove Street. We advise the use of the crosswalk when crossing the street.
- During dismissal, we require all walkers needing to cross Gove Street to use the crosswalk, unless they are escorted by an adult.

Visitors

Visitors should enter the front doors by the office and check in upon arrival at Quinter Elementary School. Visitors will sign in and receive a visitor's button to wear so all personnel know you have been to the office. This enhances communication and provides better security for our school. All doors, except the front door, will be locked once school begins. Please check out and return the visitor's button as you leave.

For any guests wanting to visit a classroom during the school day, prior approval from the classroom teacher must be obtained. These visits could distract from the normal flow of the educational activities in the classroom so length of stay should be determined with the teacher to make sure any visit works effectively for a classroom. Please remember to check into the office before proceeding to the classroom.

Enrollment

Enrollment is scheduled for **two days the first week in August**. The dates and other school information are published in the Gove County Advocate and are available on the school calendar and on the school website. Prior to enrollment, information, including enrollment dates, forms, fees, and meal prices, are mailed to parents of children expected to be enrolling at QES. Forms can be completed in advance to allow for a smooth enrollment process.

Health Office

There is a full-time school nurse on duty during regular school hours. If a student becomes sick or injured, he/she will be sent to the health office. If after some observation, the illness or injury persists, parents will be notified. Parents may be requested to come and pick up their child at that time. If a student appears to have something contagious, parents may be required to obtain a doctor's approval before the student may come back to school. A child with an elevated temperature (greater than 100 degrees orally with symptoms of illness, or greater than 101 degrees orally with/without symptoms of illness) will need to be excluded from school until fever free (without medication) for 24 hours or is given permission to return to school by a health care provider. If sickness or minor injury occurs near dismissal time, the student may be sent home on the bus.

Student information should be updated as changes occur. If changes are made in employment, telephone number, or alternate contacts, please call the elementary office (785-754-3741). A medical release form is also required to authorize emergency medical attention if necessary.

All medication sent to school must be given to the school nurse along with the form *Authorization for Medication/Procedure to be Administered at School and Field Trips*. Parents may opt to come and give the medication to their child themselves.

Further information about health services is available. Please contact the school nurse at (785-754-8299) during school hours.

Wellness Policy

All public schools that participate in the National School Lunch Program are required to have a local wellness policy and a wellness committee. The wellness committee meets two times per year and is responsible for updating and disseminating the wellness policy to all relevant stakeholders. If you would like to serve on the wellness committee, please contact the school nurse.

You may access the *Quinter Public Schools Wellness Policy* by visiting the district website –

www.quinterschools.org.

Quinter Elementary School provides:

Preschool

Quinter Elementary School has a Developmental Preschool available for all eligible students. Qualifying students attend either the morning session from 8:00 a.m. to 11:30 a.m. or the afternoon session from 12:10 p.m. to 3:40 p.m. Preschool sessions occur Mondays-Thursdays. The number of days of attendance varies based on the needs of each student.

- If preschoolers **qualify for Special Education services or At-Risk services**, the school receives reimbursement from the state to educate these students.
 - **Special education services** are provided for qualifying students, ages 3 and 4. Qualifying areas for Special Education include cognitive skills, social & emotional skills, fine or gross motor skills, speech/language, or self-help skills. Age and need of individual students are carefully considered when attendance arrangements are established.
 - **At-risk services** are provided for qualifying students. Qualifying students must be age 4 and meet one of the following qualifying areas: qualifying for free lunch, single parent families, DCF referral, teen parents, either parent lacks a high school diploma or GED, families receiving public assistance, children in foster care, migrant children, children who are homeless, dual language learners, or children who are developmentally or academically delayed. Students must turn four years old on or before August 31 to qualify.
 - Qualifying 4-year-old students often attend either the morning or afternoon sessions four days a week. Attendance for qualifying 3-year-old students varies based on the needs of each student.
- **We also include other 4-year-old students** in our preschool that do not have a qualifying need. Students must turn four years old on or before August 31 to qualify. Each child is allowed

to attend two mornings or two afternoons per week. We assess a daily fee to help with expenses.

- **Fridays are typically reserved for home-visits.** This allows parents and the teacher an occasion to connect and provides the child an opportunity to demonstrate new skills to his/ her parents.

Kindergarten

Quinter Elementary School offers full-day kindergarten throughout the school year. The focus of the morning is to introduce basic kindergarten curriculum. The afternoons include a variety of ways to support and practice that curriculum.

Children entering kindergarten must be five years of age on or before August 31. Although each student will be considered separately, students with summer birthdays may need to wait until the following kindergarten year to assure maximum developmental readiness for school.

Kindergarten students do not attend school on the first day of each school year. On this day, parents meet with their child's kindergarten teacher and a Kindergarten Readiness Screening is conducted for each kindergarten student. The purpose of the Kindergarten Readiness Screening is to provide a snapshot of where children are upon entry to kindergarten.

Preschool and Kindergarten Screenings

Each spring, a screening for children ages zero to five is scheduled. Several assessments are given to each child by various professionals. The assessment results provide individual data to support parents and teachers in making informed decisions about each child's educational needs. This data is used to assist parents in understanding their child's development. Scheduled appointments for these assessments are set through the school office.

Additional Classes

Music - Kindergarten has music 3 days a week. Grades 1- 6 have vocal music daily. Grades 5 - 6 also have the option to participate in band.

P.E. - K-6 students have physical education three days a week.

Computers - K-6 students go to the computer lab two times a week for instruction.

Art - K-6 students attend art class one day per week. Student work is displayed in the hallways of our school and at an end-of the year art show.

Library - K-6 students have an opportunity to check out new books one day per week. Each student may check out two books at a time. Overdue fees are not charged. However, students will be asked to make restitution for lost or damaged books.

Social/Emotional - Social emotional skills are taught in each classroom. We believe when students are taught how to handle different situations, they are better able to cope when tough circumstances arise. All classroom teachers provide intentional instruction on age-appropriate social skills and interpersonal, intrapersonal, and cognitive competencies. Instruction also focuses on helping students develop a growth mindset. In addition to classroom instruction, K-6 students participate in character lessons provided by the school counselor once per month.

Special Education Services

Speech/Language - Speech therapy is available for students all five days of the week. Referrals can be made by a teacher or parents at any time during the school year. Instruction is provided by a speech/ language pathologist. Our pathologist provides inclusive lessons in preschool and various other classrooms, as well as small group and individual sessions when necessary.

School Psychologist - The school psychologist is available one day a week to address concerns of students, teachers, or parents. The school psychologist facilitates a student's success by supporting and consulting teachers and administration, by collaborating and communicating with parents, by providing appropriate individual and group counseling, by providing classroom guidance, and by making appropriate contact and referrals to community service agencies.

Interrelated Services - In striving to meet the needs of all students, Quinter Elementary School recognizes some students are in need of special education assistance to help them reach their fullest educational potential. Using inclusion, pull-out, or a combination model, services are delivered to students through para-educators and a special education teacher to assist them in the regular classrooms.

Gifted - In striving to meet the needs of all students, Quinter Elementary School recognizes some students are in need of enrichment activities to help them reach their fullest educational potential. Students identified as gifted have enrichment activities once a week primarily in a pull-out model. There is also the option to do activities in the classroom.

Physical Therapy at Occupational Therapy - An occupational therapist and a physical therapist are available for assessment and services when there is a concern about a child's motor abilities or when there is concern about sensory issues.

Additional Support Programs

English for Speakers of Other Languages (ESOL) Services include several formats: pull-out, push-in, and modified instruction. English Language Learners (ELL) that qualify for ESOL services receive a combination of services considered appropriate for their needs. **Pull-out-** Students spend most of the day in a mainstream classroom, but are pulled out for a portion of the day to receive instruction in English as a Second Language.

- **Push-in-** Students spend all of the day in a mainstream classroom and an ESOL teacher comes into the regular classroom to give language assistance as needed.
- **Modified Instruction-** A regular education teacher who holds his/her ESOL endorsement "modifies" instruction so that academic content is comprehensible to the ELL.

Title 1 is a support program that is funded, in part, by the federal government. It is in place to help students that need extra assistance in math and reading. Students qualify for Title I services based on assessment scores and teacher input. The goals for each student are coordinated to the classroom goals. Teachers do not plan whole group instruction when Title 1 students are out of the room. Quarterly reports are written for students so parents can stay informed of their goals and their progress. Title 1 students, as well as other students, are serviced using a MTSS format which is further explained below. A Title I meeting is held each year on our Open House night to provide parents with more information about the program and to elicit parent feedback about the program. Additional information may be obtained by contacting the Title I coordinator, Kathy Riedel

Multi-Tiered System of Support (MTSS) - MTSS is a format which benefits all K-6 students. Every class has a reading intervention time and a math intervention time built into the schedule. All students receive some type of support during these 25-minute periods. Students are grouped using data from multiple assessments. The classroom teacher and MTSS teachers provide focused support for each group of students.

This is accomplished by...

- **Being prevention oriented:** knowing who needs additional practice or support early in the year. This provides a setting that allows improved teacher-student ratios for added student accountability and practice.
- **Implementing evidence-based practices** for all students and tailoring interventions based on student need.
- **Using progress monitoring data** including teacher feedback to know when changes in these groups are appropriate. Teachers meet formally every month to discuss student progress.

Parents are notified if...

- **Your child has been identified as a Title 1 student.** Then the MTSS teachers provide parents with feedback every nine weeks for Reading and/or Math. Games are available for parents and students to practice as well as an opportunity for a Monthly Newsletter with different tips on how parents might help their child.

- **Your child seems to need more individual instruction or Tier III intervention.** This occurs when the intervention groups (Tier II) do not provide enough support to foster the needed growth.
- **Your child has demonstrated a need for General Education Interventions (GEI).** This is a process that includes parents and school staff coming together to decide on new interventions to support a student. The intent is to help the student meet his/her potential now and in the future. The school's role is to provide data, interventions, options, and professional judgment. The parent's role is to provide background, observations, and support. This process helps evaluate the needs of a student and provides information to help parents make informed decisions on how to best meet their child's needs. A flowchart is available to show parents each step within this process.

Standards Based Curriculum

The curriculum used at all grade levels and in all subjects is designed to match Kansas State Standards. Teachers are to present the entire grade level curriculum. Differentiation of instruction occurs when adjustments are made for students to reinforce a skill that is not mastered or to take a student beyond the curriculum if needed. Teachers use a variety of tools including technology, along with other materials, to teach these thought-provoking standards.

Dawg Dish Diner - Lunchroom

Quinter Elementary School offers lunch and breakfast for students each school day.

Lunchroom goals for students include: enjoying their meals, visiting in a respectful manner, learning about nutrition, and eating nourishing meals. Students must choose three different food groups for their tray to make up a healthy diet. They are also encouraged to try a bit of some foods they do not normally eat. Water is available to all students free of charge for additional hydration.

Students are asked to say "please", "thank you", and "no thank you" to the cooks as they go through the serving line. We also want students to have good manners at the table such as chewing with their mouths closed, using their forks to eat, and keeping conversations at an appropriate level.

Parents are invited to come and have lunch with their child/ren. We ask that parents call in advance and that they help model the lunchroom guidelines.

Home & School Connections:

Site Council

The Site Council is a committee consisting of parents, school staff, community representatives, a board of education member, and administration. This group meets four times a year to help direct change in the school, to provide feedback and ideas, and to support the programs that are in place. All parents are informed of meetings and invited to attend via the weekly newsletter. The first and last meetings of the year are combined meetings with the QJSHS Site Council and are held in the BOE room. If you are interested in serving as a member of the QES Site Council, please contact the school principal.

Parent/Teacher Conferences

There will be two regularly scheduled conferences every year, one in the fall and one in the spring. The spring conference for grades K-6 is a parent-teacher-child conference. This conference allows the student to own his or her own academic and social performance by explaining projects, topics, and behavior. Parents are encouraged to call teachers (during breaks, before or after school) if they want to discuss their child. Teachers may also set up additional conferences if they have concerns.

Attendance

Regular and punctual attendance is essential for optimum growth and development of students. The truancy law for the state of Kansas supports this claim. This law differentiates from excused absences and unexcused absences. Excused absences are for such things as sickness, dentist appointments, and other parent requests. Unexcused absences are when the child is not in attendance with no reasonable explanation. The school is required to report students as truant when absences are unexcused for three consecutive days, five or more days in a semester, or seven days in a school year. Parents are asked to please call the office and explain the situation if their child will not be present at school. If the school is unaware of why a child is absent, the school secretary will attempt to contact the child's parent/guardian for an explanation.

If a prolonged absence from school is prearranged, parents should contact the principal for approval prior to the absence.

Students are allowed a total of ten days of absence per semester. Absences beyond the tenth day are considered excessive. After ten days, parents will be asked to communicate with the principal to discuss the student's specific situation and to develop a plan that ensures the student meets the attendance guidelines. Parents may be required to provide additional documentation to determine if further absences are excused or unexcused.

Students shall be marked absent from school using the following guidelines:

- **Tardy:** misses up to 25 minutes of school (arrives late between 8:20 a.m. – 8:45 a.m. or leaves early between 3:15 p.m. – 3:40 p.m.)
- **Absent ¼ Day:** misses 26 min. – 2.5 hours in one day
- **Absent ½ Day:** misses 2.5 hours – 4 hours in one day
- **Absent ¾ Day:** misses 4 hours – 6.5 hours in one day
- **Absent Full Day:** misses 6.5 or more hours in one day

Celebrations

Room parties for holidays will last from 45 to 50 minutes. Students in preschool, kindergarten, and grades 1-4 have parents to help with parties. Grades 5-6 have students responsible to help with parties.

Birthday celebrations will last from 20 -25 minutes. Parents and/or birthday child may choose more time to play games instead of bringing food. If you decide to bring treats, we want to encourage nutritious treats for children. One item (i.e. juice or crackers and cheese) per child is great! When sending in treats, please keep in mind the food allergies of other students in the class and send treats all students can enjoy.

Notes

Please send notes with your child when there is a change in the usual plans. Your child can help you with this, just please sign the note so we know you support the information on the note. Your child's safety is very important to us and we want to help you by getting him/her to the right place.

Newsletter

A weekly newsletter is emailed to parents every Friday from the principal. If you do not have an email address, a hard copy will be sent with your youngest child attending QES. This tells of upcoming events and shares what is happening at school. Please keep easy access to the newsletter. City Rec. and other organizations also use the newsletter to keep you informed of opportunities for your child.

Secret Santa

Secret Santa is a fund that was started several years ago to help local children. It is used to help at Christmas time and also at other times of the year as different needs arise. We accept donations at all times for this fund.

Items from Home

Students may bring items for show and tell. Toys may be used at recess time only. Items from home can enhance a classroom when they are brought as learning tools but they can also distract if brought to play during academic times.

- Students should not bring items that have any violent overtones such as toy guns or pocketknives.
- Please do not send headphones or video games for your child to use at recess. Recess is an opportunity for him/her to learn to play with other students successfully.
- Cell phones, when at school, should be turned off and left in a book bag.
- Books on tablets, such as a Kindle – These can be used during appropriate times such as SSR or any time the teacher deems appropriate. There is a concern of possible damage or someone taking this expensive item.

The school cannot be responsible for any non-essential personal items brought from home.

From Out of the Ordinary Events to Possible Crisis - As the world changes, new scenarios at school do occur. Our intent is to respond in a logical way always considering the big picture. Priorities have to be set within the context of each situation.

- One important issue is to make sure students and/or parents are not unduly alarmed.
- Another priority is to keep parents informed so we will be using our ALERT system for quick info to parents. Email may be used to explain a situation more thoroughly. Realize that immediate response within the building has to be dealt with first, and then when a clear understanding is realized it will be communicated to parents.
- Social Media can be a blessing and a curse in these situations because people may receive inaccurate information before there is time to send clear information.

The district, of course, has a crisis plan for numerous situations that could occur. The plan includes outlines of different scenarios and how we are to react in the event something similar happens. However, some events happen that we cannot anticipate. A key to responding appropriately is to stay calm and work to find the best solution possible. We continue to receive training and to learn new ways to approach anything that arises.

Assessment Information:

Grading

Report cards are issued every nine weeks to show students' participation and progress. Grades indicate the level of knowledge or skill in a subject. Effort is not always reflected in grades. Our goal is to have each student focus on learning the objectives presented to the best of his or her ability.

New for school year 2018-2019: The Quinter Elementary School grading scale for grades 3-6 will now mirror the grading scale of QJSHS and shall be as follows:

A+ 98-100	A 93-97	A- 90-92	B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72	D+ 67-69	D 63-66	D- 60-62
F 59 or below					

The grading scale for grades K-2 will continue to be as follows:

E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory

Parents can easily access their child's grades using Power Grade. Please realize that teachers are asked to update the grades weekly, not daily. A username and password are assigned for each child. Families with multiple students may obtain one username and password. Contact the school office for more information.

Homework/Make-up Work

Students should not have more than one hour of homework at any grade level. Each grade level has more specific procedures about homework that is available from the classroom teacher. If your child is having a lot of homework please call the teacher. There are a number of reasons this may be happening and we want to deal with this problem appropriately. Unfinished homework may result in a loss of as much as half of the recess time per day until the homework is completed.

Requests for advanced homework (planned absences) will be handled individually, at the teacher's discretion.

When a student is absent from school, his/her teacher will place missed assignments in the school office so that it can be picked up by a parent/guardian/sibling on the day of the absence. Two days are allowed for each day's absence to return missed work.

Late Work

Students are responsible for turning in work on the date assigned by the teacher. If an assignment is late there will be a deduction in the grade.

- One day late - 10% deduction
- Two days late - 20% deduction
- Three days late - 30% deduction.
- All assignments will begin with a 50% late charge after three days. These assignments can be turned in to be graded until the end of that nine-week grading period.

Teachers may also have students stay in half of their recess time or stay after school to finish work. Parents will be notified when their child is staying after school. Staying after school can be a logical consequence to help students learn responsibility and accountability. If they are playing when they should be working, then they need to work when they could be playing.

Multiple Assessments

Quinter Elementary School uses multiple assessments to evaluate programs and student achievement.

- **Local assessments** are given in all subject areas. One reading assessment is a diagnostic assessment given individually to all first through fourth grade students. This assessment is analyzed and provides valuable instructional information for teachers.
- **State assessments** are given yearly in grades 3-6 for reading and math. The state science assessment is given yearly to 5th graders; the state History, Government, and Social Studies assessment is given yearly to 6th graders.
- **DIBELS is a reading screener** given to K-2 students.

Continuous Improvement Sheet

At the end of every school year, parents will be sent a Continuous Improvement Sheet with their child's report card that shares the growth of each child using these multiple assessments. This information is shared with parents along with our Educational Beliefs. The educational beliefs drive how we approach educating your child. We believe each child is one-of-a-kind and that no one assessment can give a full picture of what he/she knows or who he/she really is. Therefore, to give a richer understanding of the many ways your child has shown growth, we present numerous aspects of your child using staff input and multiple measures which should help you celebrate progress and allow you to assist him/her for continuous improvement.

Educational Beliefs of Quinter Public Schools:

1. *Each student is capable of learning and achieving to a **high personal standard**.*
2. *Learning success includes **achieving academic goals, social/emotional skills, and physical/nutritional growth**.*
3. *Each student is unique and valuable with **varied talents and needs**.*
4. *Students learn through active engagement with **multiple opportunities to practice**.*

Encouraging Students:

Lifelong Guidelines and Skills

Quinter Elementary School believes student success includes more than just academics. We want our students to succeed in life. We promote lifelong guidelines throughout our school. These include respectfulness, truthfulness, trustworthiness, active listening, no put-downs, and doing your personal best. The personal best guideline is defined by several life skills such as caring, cooperation, etc. These skills are taught and reinforced throughout the school day.

Students also need conflict /resolution skills to learn to solve their own problems. These skills will be taught in all classrooms by school personnel and applied to specific situations by staff and children.

Goal Setting

Students will be encouraged to set personal goals and encouraged to achieve these goals. They will each have a reading goal. Goals in other subjects or in behavior will also be used when appropriate.

Buddy Program

All students have a buddy they work with several times during the school year. Teachers plan activities in which the older students help the younger students with different types of projects. We provide opportunities for the older students to be positive examples for the younger students.

6th graders buddy with 2nd graders

5th graders buddy with 1st graders

4th graders buddy with preschoolers

3rd graders buddy with kindergarteners

Sixth Grade Announcers

All sixth grade students assist the office by providing four or five days of morning announcements. This responsibility is given to each student to help each one see he/she is a leader in the school. They announce birthdays and share the day's events.

High School Aides

Some high school seniors serve as teachers' aides. These aides have the opportunity to work with elementary students in regular classrooms, art, music, P.E., etc. The aides are to be positive role models to the elementary students as they help and encourage them. The aides also develop a relationship with the teachers as they assist in other tasks. This program provides high school students considering the teaching profession some insight to see if teaching is a field in which they would like to work.

AR Reading & IXL Math

Quinter Elementary School offers support for students to practice reading skills using a program called Accelerated Reader. Students read books at their independent reading level and take a computer assessment to measure comprehension. Each student is awarded points for each quiz passed according to the length and difficulty of the book. Students set their own goals with teacher assistance. They receive praise and encouragement as they strive to meet their reading goal. Students come to the principal's office and receive a prize to help celebrate this accomplishment. Students are encouraged to try for a cumulative career Accelerated Reader goal. They may belong to the 500-point club, 750-point club, or the 1,000-point club. An accumulated list of all students who are in each club is posted in the hallway outside the school office.

IXL Math is a computer program that offers support to students to practice their math skills. Goals are set with teachers, which may be individual or whole class goals. Time is built into the schedule for IXL Math use at school. Students may also access IXL Math outside of school through the internet, providing a great opportunity for students to practice their math skills at home.

Making Memories

The Quinter Elementary Staff knows school events make important memories. Our goal is to make many positive memories in all students' lives. To record these memories, students will each receive 4-6 pictures of activities in their classroom during each year. These pictures will be used to make a scrapbook page. Students will write their own captions. As they continue through the grades, they will have a record of some exciting times they had in school.

Student Expectations:

Dress

Students are expected to have good grooming and appropriate dress to maintain a wholesome and inspiring learning atmosphere. School attire shall be based on *common sense* and *good taste*. **Nothing should be worn that has a negative or lewd message or that will distract from an educational focus.** Clothing that is revealing in any way will be considered inappropriate. If the clothing is not appropriate for school, students will be supplied a different article of clothing to wear or may be allowed to call their parent if needed. Students are allowed to wear shorts when the weather is warm.

Telephone Use

Students will be allowed to use the telephone when they have a **need** to call and have permission from the classroom teacher. Calling to go to someone's house or to stay in town is a **want** and will be discouraged.

Recess

K-4 students have two recess times per day. Students in grades 5 & 6 have one recess time per day. All recess times are 15 minutes.

A student may lose up to, but not more than, half of their total recess time per day. This time will be used for the following situations: make up work, extra help, or disciplinary action.

Field Trips

One field trip a year is planned at each grade level. Field trips have an educational focus to expand student experiences and knowledge.

Procedures

Procedures are somewhat different at different grade levels because of developmental differences in students. Procedures are written to fit the different grades and are available from the classroom teachers. **All staff will encourage appropriate behaviors in the lunchroom, hallways, restrooms, recess, and study time.**

Student Discipline:

School-wide discipline will include the **3 R's as a part of our Positive Behavioral Support**. The 3 R's include: **Reminding** students of expectations, **Responding** to their behavior with consequences that include Love and Logic, and **Reinforcing** good behavior and successful change.

Classroom

Teachers use a variety of approaches to discipline students in the classroom. **The focus is to change the inappropriate behavior that is interfering with learning.** Teachers will discipline students privately when possible. However, if a student is disrespectful or does something in front of the class, teachers may need to correct the student in front of the class. This process lets all students know acceptable and unacceptable behavior. Teachers will avoid using humiliation to punish inappropriate behavior.

Bullying

It is a violation of board policy for any student, employee, or parent to bully a student or employee. For more information, reference policy JDDC, *Bullying*.

According to the USD 293 Bullying Plan (JDDC), **bullying means** “any intentional gesture or any intentional written, verbal, electronic, or physical act or threat either by any student, staff member, or parent towards a student or by any student, staff member or parent towards a staff member that is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of:

- Harming a student or staff member, whether physically or mentally;
- Damaging a student’s or staff member’s property;
- Placing a student or staff member in reasonable fear of harm; or
- Placing a student or staff member in reasonable fear of damage to the student’s or staff member’s property.

Bullying also includes cyberbullying. “Cyberbullying” means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games, and websites.”

We will not accept bullying in our school and we will work to see it come to an end. If bullying occurs, our goal is to change the situation dealing with the bully, the victim, and the silent majority that observed the situation. Procedures for reporting and responding to bullying include:

- Students that are bullying should be reported, first to the teacher (employee) on duty that will follow a regular discipline procedure which includes investigation of the incident. Then school personnel, parents, and/or students may report the incident to the office. School personnel, when appropriate, will send students to the office for further investigation into the situation.
- Parents or guardians will be notified either by phone (documented call) or through a written communication regarding the incident.

Consequences for bullying will begin with a serious talk. The adults will help the students understand what is expected. The consequences will vary depending on the severity of the action and the number of times a student has been identified as a bully. Consequences may require in-school suspension or expulsion.

Harassment

We are committed to providing a positive and productive learning and working environment, free from discrimination on the basis of sex, race, color, national origin, or disability.

- **Sexual harassment** is unlawful discrimination on the basis of sex under Title IX of the Education Amendments of 1972. Sexual harassment may result from verbal or physical conduct or written or graphic material. It may include, but is not limited to: verbal harassment or abuse, pressure for sexual activity; repeated remarks to a person, with sexual or demeaning implication; unwelcome touching; or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning a student’s grades, participation in extra-curricular activities, etc.
- **Racial harassment** is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII Civil Rights Act of 1964, and the Kansas Acts Against Discrimination.
- **Disability harassment** is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

It is a violation of board policy for any student, employee, or third party (visitor, parent, vendor, etc.) to harass a student, employee, or other individual associated with the school. All forms of harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds. **It shall further be a violation of board policy for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for**

investigation, any complaint of harassment. For more information, reference policy JGEC, *Sexual Harassment*, or policy JGECA, *Racial and Disability Harassment*.

We will not accept harassment in our school and we will work to see it come to an end. All victims of harassment and persons with knowledge of such harassment are encouraged to report the harassment immediately to a teacher, principal, the guidance counselor, or another certified staff member. All school employees who receive a complaint will inform the school principal or the district compliance coordinator for further investigation. Parents or guardians will be notified either by phone (documented call) or through a written communication regarding the incident.

Consequences for harassment will begin with a serious talk. The adults will help the students understand what is expected. The consequences will vary depending on the severity of the action and the number of times a student has been identified for harassment. Consequences may require in-school suspension or expulsion.

Visiting the Principal

Students will be sent to the principal's office for the following reasons: repeated offenses that interfere with learning, inappropriate language, safety issues, degrading behavior which includes bullying, harassment, threats, and defiance.

Thinking Sheet - When a student is sent to the principal's office he/she may fill out a thinking sheet. This sheet includes a student's reflection explaining what happened and whom this affected. It also contains a problem-solving area, which asks: What could you have done differently? What will you do differently if this happens again? How can you make this situation better? The staff member and the principal may also write a reflection about the incident and the consequence. A copy is kept in the principal's office and a copy is sent to the parent by the following day.

Advice/Conflict Resolution- Students may ask to come to seek advice on dealing with a specific situation. This will not necessarily be reported to parents but children will be encouraged to discuss it with their parents also.

Use of Emergency Safety Interventions

Emergency safety interventions, such as seclusion and restraint, are only used when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to affect such physical harm. In all other situations, school employees utilize alternative behavioral management techniques, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies. If an emergency safety intervention is used, parents will be notified the same day as an incident. For more information about the use of emergency safety interventions, reference policy GAAF, *Emergency Safety Interventions*.

Safety Precautions:

Drills

Regular drills for fire, tornado and other crises are scheduled. Students are taken through a procedure that has been judged to be the safest for them. They practice what they are to do and how they are to do it in the event of a crisis.

Doors

All doors are open in the mornings for students to enter the building. After classes begin, all entrance doors except the one by the office are locked. This is to assure the safety of your child.

Evacuation/Relocation

Quinter Public Schools may decide to initiate emergency evacuation procedures at any one of its buildings to ensure the safety and security of students and staff. Subsequent to an evacuation, the relocation of students might be undertaken if it is determined that they will not be able to re-enter their school within a reasonable amount of time or circumstances dictate that it is unsafe for them to remain on campus. The relocation site will be determined on a case-by-case basis in relation to the facts and circumstances of the specific incident. Regular bus riders might be transported home depending upon the circumstances of the event, while other students might be relocated to a safe place for reunification with their parents/guardians.

Decisions regarding evacuation/relocation are always based upon what is the safest resolution for students and staff. The paramount concern during an evacuation and relocation is to maintain the safety of our students and account for their presence. All information regarding such an evacuation/relocation will be made available to parents/guardians via School Messenger and/or the SchoolWay App. Other means of communication may also be used. These notifications may include specific instructions regarding where and when to reunite with students.

Loading and Unloading Buses

Buses load and unload in the front of the school. Students come into the building when they arrive. When school is out, **bus students are released first** so that buses can be loaded in a timely manner. **Students not riding a bus are not released until the buses are gone to ensure safety** of all students. **Parents are to wait until the buses leave to pick up their child/ren.**

Additional Information:

Lost and Found

There is a lost and found area in the office. We also hang **lost clothing articles in the lunchroom** hoping students will notice their items. If your child has lost any item, please call or check at the office so we can help.

Closing of School

During the school year, the school may have to call off school or cancel classes before the scheduled dismissal time (3:40 p.m.) because of weather conditions or other unforeseen reasons. If weather conditions or other factors force the closing of school, **parents will be notified through our SCHOOL MESSAGE System.** The number you can call back to listen to the school message is 855-535-0408. The following radio and television stations will also carry the announcements. Radio: KJLS Mix 103.3 FM/KFIX/ KXXX of Colby/ KFNF of Oberlin 101.1FM/ /KJIL 99.1 FM/ KHYM 103.9 FM / KQNK of Norton 106.7 FM. Television: KAKE (ABC) / KSNW (NBC)/ KWCH (CBS).

Students need to know where they should go in case of an early dismissal. There are around two hundred students so phone contact is not always practical. Please keep the teachers informed when possible. However, we know there are always different situations that need to be considered.

Use of the Building

Other organizations are allowed to use the building during non-school time, but there will be a fee to cover energy costs. Please call the office to have this put on the calendar. **All groups are required to have an insurance liability form and a responsible adult in charge.** Groups will be expected to follow the rules established by the school. The group using the building will be asked to replace any item that may be broken.