

WELCOME!

The board of education, faculty and administration of Attica Public Schools want to welcome you to our school district. If you are new to the teaching profession, we want the first year of your career to be a positive experience and hope that you will have many more successful school years as an educator.

This handbook has been created by the Attica Public Schools' staff as a gift to you. We hope that it will help familiarize you with our school district. I believe that you will find its contents helpful and informative as you work with students, parents, staff, and administration.

During the next several days, you are going to be overwhelmed with information regarding employees names, positions, district policies, etc. Please visit with staff members or me to find answers to your questions and concerns. We are more than eager to assist you.

As discussed during your interview, Attica Public Schools' number one priority is student achievement. Therefore, your commitment to excellence, to our school district, and to our community is expected.

I am excited about having you as a member of our faculty. I am confident that our school district will continue to prosper through your knowledge, skills, and talent.

You have the most important job in the world – working with our youth – our greatest natural resource. You are the most important person in the lives of your students (with the exception of their parents). Each day, you have the power to help a child grow into someone special. What a tremendous responsibility teachers – like yourself - have!

I wish you the very best for the coming school year and in your professional career.

Again, welcome to Attica Public Schools!

Sincerely,

Troy Piper
Superintendent/K-12 Principal

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SECTION I

**INSERVICE SCHEDULE
FOR NEW TEACHER(S)**

**INSERVICE SCHEDULE FOR NEW TEACHER(S)
FRIDAY, AUGUST 14, 2009**

7:30 - 7:45 a.m.	Coffee, Juice, Rolls
7:45 - 10:00 a.m.	Meet with Mr. Piper in Board of Education Office
10:00 - 10:30 a.m.	School District Tour and Meet Classified Staff
10:30 - 10:45 a.m.	Break
10:45 - 12:00 p.m.	Meet with Mrs. Bonnie Heath, Board Clerk
12:00 - 12:45 p.m.	LUNCH (Provided by the Board of Education)
12:45 - 2:15 p.m.	Meet with Mr. Piper and Mrs. Miller, Part Time-Technology Coordinator
2:15 - 2:30 p.m.	Break
2:30 - 3:30 p.m.	Meet with Ms. Jennifer Summers, District Secretary
3:30 - 3:45 p.m.	Questions and Answers in Superintendent's Office
3:45 p.m.	Dismiss

NEW TEACHER(S) FACULTY MEETING AGENDA

Friday, August 14, 2009

7:45 – 3:45 p.m.

Board of Education Office

7:45 – 10:00 Meeting with Mr. Piper, Superintendent of Schools/K-12 Principal

1. Welcome and Introductions: District Office, District Secretary, District Technology, and Mentor Teachers

Mr. Troy Piper	Superintendent
Mrs. Bonnie Heath	Clerk of the Board
Ms. Jennifer Summers	District Secretary
Mrs. Martha McDaniel	Title I Teacher/Mentor Teacher

2. Welcome and Introductions: New Staff Members

Mrs. Heather Cline	Pre School
Mr. Harlan Hinds	9-12 English Yearbook
Mr. Clay McDaniel	9-12 Math
Mr. Wes Rugg	7-12 Social Studies High School Basketball Coach

3. Role of Superintendent/Building Principal

- A) Mentor
- B) Keep him informed-Nothing is too small
- C) Student Discipline (If Mr. Vandever is not available)
- D) If you are successful-Attica Public Schools are successful

4. Role of Assistant Principal/Athletic-Activities Director

- A) Mentor
- B) Keep him informed-Nothing is too small
- C) Student Discipline-1st step if administration help is necessary
- D) If you are successful-Attica Public Schools are successful

5. Role of Mentor Teachers

- A) Mrs. McDaniel: Elementary Teachers
- B) Starting School: Planning Guide For The First 60 Days of Teaching
- C) Ending School: Planning Guide For The Last 60 Days of The School Year

6. Fellow Staff Members

- A) Certified Staff-Mentors
- B) Classified Staff-Custodians, Cooks, Bus Drivers
- C) District School Secretary
- D) Clerk of the Board

7. Handbooks: Three Ring Binder

- A) Your three ring binder contains the following handbooks:
 - 1. Parent/Student Handbook
 - A. Know its contents
 - B. Refer to it often
 - C. Don't say, "I think this is policy."
 - 2. Certified Student Handbook
 - 3. Crisis Handbook

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4. Athletic/Activities Handbook
5. Negotiated Agreement
6. School Calendar
7. Other Staff Items

8. **Channel of Communication:** Communication in a school district is extremely important. Most problems within a school can be solved through proper communication channels.

For a school district to maintain a proper school climate everyone must follow simple rules involving lines of communication.

- The first line of communication is the teacher or coach. Student problems and parental concerns should first be directed to the teacher/coach. Special conferences should be set up when necessary.
- If the concerns still exist after the teacher/coach visit, then a conference with the principal/AD can be arranged.
- Should the concerns continue to exist, a conference may be arranged with the superintendent. This conference may not include the teacher and principal.
- If the concerns still exist after following this procedure, then those involved may ask to be placed on the agenda at the next regularly scheduled Board of Education meeting. No action will be taken on an item unless it is placed on the agenda.
- Board members have been asked to refer comments made concerning students, employees, parents, district policy, etc. to the proper teacher and/or administrator.
- This line of communication is a must. Please follow the above procedure and the school year will go much smoother.

9. Good Discipline Procedure

- A) Post Classroom Rules
- B) Teach from “Bell to Bell”
- C) Students are to be dismissed from your classroom only in emergencies.
- D) **You** are responsible for students in your class and/or under your supervision.

10. Student Discipline Forms:

- A) What Really Happened:

Each student involved in a student disagreement that requires discipline will need to complete a “What Really Happened” form. You should review the events with each student and have each student sign their form.

The office should be informed when you have a student complete a “What Really Happened” form.

- B) Student Detention:

Please complete a Student Detention Form, have the student sign it, and give a copy to the office. Should a student refuse to sign the form, please note that on the detention. Detentions are to be served after school that day, before school the next school day, or after school the next school day.

A student who chooses not to serve a detention will be placed in in-school suspension until the detention is served. A student placed in in-school detention will be given their assignments and is expected to complete the required work. The student will receive a grade for each assignment.

11. Parent Contact Form:

Keeping parents informed is a **MUST!!** Parents need to receive positive reports as well as negative ones regarding their child’s school progress.

Please complete two copies of a Parent Contact Form following your parent contact. One copy is for your file and one copy will be placed in superintendent’s office mailbox. No excuse is acceptable for not contacting parents!!

12. Requisitions/Purchase Orders

- A) Must have approval from Superintendent or Board Clerk before ordering

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- B) Items ordered without prior permission will be purchased by you!! And the items Will become your personal property!
13. Professional Development
- A) Six Trait Analytical Writing
 - B) Student Improvement Training (SIT)
 - C) Other
14. Front Door, Classroom, and Coaching Keys:
- A) Mrs. Heath will issue keys to you
 - B) Please check today to see if your keys work
 - C) Return key(s) to Mrs. Heath if they do not work
15. Personal Security Codes Needed For
- A) Telephone
 - B) Copier Machine
 - C) Entering School Building After Hours:
 - 1. Use High School Common Area Doors
 - 2. Write Name, Date and Time on Clipboard
 - D) Transportation Garage After Hours:
 - 1. Must Close All Doors Before Setting Alarm
16. Teacher Workroom
- A) Teacher's Mailbox (Grades 7-12)
 - B) Bulletin board for announcements, professional development workshops, etc.
 - C) Grey standing file cabinet for a variety of forms-**EXPLAIN EACH FORM**
 - 1. Professional Development
 - 2. What Really Happened
 - 3. Student Detention
 - 4. Parent Contact
 - D) Grade 7-12 teachers may use workroom for lunch
 - E) Teachers may only charge up to \$10.00 on school lunches
 - F) Grade K-6 teachers eat with elementary students
17. Telephone Use:
- A) Must use code for all calls
 - B) Parents must be kept informed. There is no exception for not calling parents.
 - C) Keep Superintendent informed-Telephone me at home; leave messages on my office door-No telephone call is unimportant
 - D) Personal incoming calls-We can not guarantee classroom delivery-Please check your email and mailbox
18. Transportation Requisitions
- A) Transportation requisition forms are available in the workroom. Requisitions are needed for:
 - 1. Professional Development or Workshop Meetings- Mr. Piper
 - 2. Athletic or Activities Meetings- Mr. Vandever
 - 3. Field Trips- Mr. Piper
19. Appearance
- A) Professional Manner
 - B) Friday is "Bulldog" Day
20. Pay Check
- A) After lunch on the 10th of each month or
 - B) On Friday if the 10th falls on Saturday or Sunday
21. Need A Substitute?
- A) Troy Piper: House: 254-7882

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B) Bonnie Heath: House: 254-7768

22. Other Items

23. Your Questions???

10:00 – 10:30 a.m. Tour School District and Meet Classified Staff

- A) Teacher Workroom
- B) Show location of building security alarm
- C) Demonstrate how code works: (RED-Security is on; GREEN-Security is off)

10:30 – 10:45 a.m. BREAK

10:45 - 12:00 p.m. Meet with Mrs. Bonnie Heath, Board Clerk

1. Receive building keys and codes

- A) Alarm code
- B) Telephone and copier codes

2. Payroll Information

- A) W-4, New Hire Report, I-9 report, Payroll Authorization
- B) Copy of Social Security Card and Driver's License
- C) Kansas Public Employees Retirement System
 - 1) Additional KPERs Life Insurance
- D) Section 125
 - 1) Health Insurance - District pay - use it or lose it
 - 2) Dental Insurance - SBL
 - 3) Vision Insurance - SBL
- E) Other Insurances
 - 1) Salary Protection - American Fidelity
 - 2) Cancer Insurance - SBL, American Fidelity
 - 3) Life Insurance
- F) Annuity and Roth IRA's - SBL
- G) Attica NEA - deduction and dues
- H) First Aid/CPR certification
- I) Hepatitis B Immunization
- J) Drug and Alcohol Policy
- K) Workmen's Compensation coverage

3. Personnel File

- A) New employee physical
- B) Teaching certificate
 - 1) Recertification and renewals
- C) Transcripts from colleges
- D) Credentials
- E) Out of State certificates and fingerprinting

4. Employee Leave - per Negotiated agreement

- A) Sick Leave - 10 days, 60 days, sick leave bank
- B) Personal Leave - 3 days
- C) Funeral Leave - 3 days
- D) Professional Leave - as authorized
- E) Request for leave - notification and substitutes

5. Employee calling list

- A) Bad weather procedures

6. Transportation requests

- A) Student Activities
- B) School Business

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- C) Inservice
 - D) Reimbursement requests for mileage, meals, accommodations, etc.
7. School Calendar
- A) Approving activity and adding to calendar
 - B) Official school calendar
8. Purchasing of school supplies
- A) Requisition forms and approval before purchase
 - B) District Purchase Order
 - C) Request for reimbursement
 - D) Sales tax on items to be resold
 - E) Deposit for student projects - RE: student handbook
9. School Equipment and Facilities
- A) Request approved
 - B) Forms for check out and return
10. Department and Sports Inventories
- A) Additions during school year
 - B) End of year or sport inventories
11. School Nurse
- A) Accident/incident reports
12. School Board Policy - workroom, offices
13. District Handbooks - in staff notebooks
14. Personal calls, mail, faxes, etc.
- 12:00 – 12:45 p.m. Lunch in Board of Education Room (Lunch provided by Board of Education)
- 12:45 - 2:15 p.m. Meet with Mr. Piper and Mrs. Miller, Part-Time Technology Coordinator
1. Technology
- A) District Network
 - 1) Acceptable Use
 - 2) User name
 - 3) Password
 - 4) File saving
 - 5) Downloading programs
 - B) Computer labs
 - 1) Main lab
 - 2) Mobile lab
 - 3) Business lab
 - 4) Elementary lab
 - (a) CCC
 - (b) Headphones
 - (c) Problems
 - C) Technology Coordinator and Paraprofessional
 - D) Software
 - 1) MS Office
 - 2) AR/Star
 - 3) Follett
 - 4) Macromedia
 - 5) Publisher
 - 6) Photoshop
 - 7) Pagemaker

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- E) Administrative Software Go.edu
 - F) Technology in the Classroom
 - G) Internet and email
 - 1) Internet use
 - 2) Email accounts
 - H) Additional Equipment
 - 1) Projectors
 - 2) Digital Cameras
 - 3) Digital Camcorders
 - 4) SMARTboard
 - 5) PDAs
 - 6) Lavalier microphones
 - 7) Graphire tablets
 - 8) Scanners
 - 9) Printers
 - 4. Adjourn to the Computer Lab for Training
- 2:15 - 2:30 p.m. Break
- 2:30 - 3:30 p.m. Meet with Ms. Jennifer Summers, District Secretary
- 1. Go.edu
 - A) User names/Passwords
 - B) Lunch Count
 - 1. How to request double entrée/salad/potato
 - C) Attendance
 - 1. Attendance schedule
 - 2. Attendance types
 - 2. Eligibility
 - A) When these grades are pulled
 - 3. Supplies from office
 - 4. Laminator requests
- 3:30 – 3:45 Meeting with Mr. Piper, Superintendent’s Office

SECTION II

DISTRICT INFORMATION

MISSION STATEMENTS

USD #511

We provide the opportunity for all students to acquire the knowledge, skills, and learning experience necessary for successful living in a changing world.

Puls Elementary School

The staff and students of Puls Elementary School are dedicated to the development of a school atmosphere conducive to a productive, safe, and friendly learner outcomes environment, where essential basic skills are mastered by all students to insure effective living in our world today and in the 21st century.

Attica High School

The Mission of Attica High School is to emphasize an outcomes based curriculum that provides equity and quality in the academic, social, and personal needs of each student in an orderly and safe school environment which enable the students to become productive citizens.

Academic Accomplishments

Attica Public Schools are extremely proud of its student's academic accomplishments. Student academic accomplishments include:

- A) Scoring near the average or above in all areas of the Kansas Assessment tests
- B) Scoring above the average on the Kansas Board of Education Annual Principal's Building Report
- C) Eighty percent of our high school graduates continue post secondary education
- D) Post graduate students maintain a higher grade point average than other students in the same course of study

Attica Public Schools completed its Cycle II Quality Performance Accreditation requirements during the 2001-2002 school year. Puls Elementary and Attica Junior-Senior High School was fully accredited without reservation following the March 5, 2002 accreditation visit and are in preparation for Cycle III.

Past student performance has indicated that Attica Public Schools is an excellent place for students to learn.

Be assured, Attica Public Schools will continue to provide a challenging and rigorous curriculum for student learning today and into the future.

Teaching Staff

Attica Public Schools have an excellent blend of young teachers as well as experienced teachers. Twenty-five percent of the teaching staff has Masters degrees. Several staff members have taught college classes.

Community History

Nestled among wheat fields and shallow, sandy creeks one will find the city of Attica. Attica is a small rural town with a population of 650. The population of the 126 square mile school district area is 1,109. Attica is located near the central southern border of the state of Kansas in Harper County, and is located along highway 160 between the towns of Medicine Lodge, 20 miles to the west; Harper, 13 miles to the east and north; and Anthony, 16 miles to the east and south.

The population is middle class, stable and homogenous in culture and nationality. Employment status, which is persons 16 years or older, results are 59.5% in the labor force, 1.7% unemployed and 38.9% not in the labor force.

Major employment comes from agriculture, oil, natural gas and many businesses providing goods and services to the community. Employers include Attica Engineering, two real estate agencies, Dark Oil, Attica Long Term Care Facility, Attica Meat Locker, U.S. Post Office, Anthony Coop Grain Elevator, two restaurants, a quick trip gas station, a gift shop, U.S.D. #511, a newspaper, a grocery store, a general store, Shawnee Well Service, Jimenez Well Service, 2 used car dealers, 3 mechanical shops, a body shop, 2 greenhouses, several beauty shops, a trash service and a commercial car wash.

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Medical Services available include a part-time physician and physician's assistant, an EMS service, and a nursing home facility, built in 1972, housing 60 residents in 1997. A volunteer fire department consists of 15 active volunteers. The fire department has 2 rural fire trucks, 1 big pumper for both rural and urban, 1 pumper for city only, 2 tankers and 1 rescue unit.

In the spring of 1900 a small group of citizens formed the Library Association. Each member donated a book and asked for donations from the people of Attica. The books were kept in the Post Office and the postmistress at the time acted as librarian. The library is now open 20 hours per week, has over 10,000 books, videotapes, and magazines and has mail access to the Hutchinson City Library.

Recreation for the people of Attica consists of a swimming pool (completed in 1973), a city park, bingo once a week, and the community building. The community building on Main Street is in almost continuous use day and night meeting the needs of Attica and the surrounding communities, as well as some county and district functions.

Clubs and organizations include the Saddle Club, Artists Guild, Gun Club, Garden Club and Wednesday Study and Social Club.

The city's four churches include the First Christian Church founded in 1912, Faith Baptist Church founded in 1946, United Methodist Church began in 1886 as the Attica Methodist Church, becoming the United Methodist Church in 1968 and the Assembly of God Church founded in 1925.

Attica began as a boomtown, growing up almost overnight. Attica likely owes its existence to the fact that the land it occupies was the most convenient point for the junction of the two railway lines of the Atchison, Topeka and Santa Fe Railroad. The main line passed through Attica.

Alden Speare made a plat of Attica in 1884, and it was placed on record at the County Seat at Anthony, July 9, 1884. There were no city officials or organizations, revelry prevailed. A bad man by the name of Dave Sharp from Caldwell, Kansas took over the city and ruled for twenty-four hours. After this ordeal, it was decided the town should be incorporated. On February 16, 1885, a petition to incorporate the town was presented to the County Commissioners, and Sam Wolf was appointed census taker. There were then about 1,500 people in town. An election was called and J. T. Botkin was elected the first mayor of the city of Attica. Beeson was elected police judge.

The name of Attica was originally given to a Post Office that was located southeast of the present Attica on a farm, known as the E.L. Thomas farm. When the new town was started, it was agreed the Post Office of Attica be moved to the new town site and the town be called Attica.

School History

Attica USD #511 is located at 718 N. Main in Attica, Kansas. It services Kindergarten through Twelfth Grade and is housed in one building. The elementary school, called Puls Elementary School, is located on the south end of the building, with the Principal/Superintendent in charge. The northern section houses the Attica Junior High School and the classes for the Attica High School. A principal is employed for the junior high and high school levels.

The number of students in kindergarten through sixth grade is 51 students and there are 71 students in the junior/senior high school. Students from the district that attend pre-school are bussed from Attica to Harper. Presently there are 5 students enrolled. Two students are working on obtaining their high school diploma through the Learning Center of Harper. Students attend the schools from the U.S.D. attendance area and also from surrounding school district areas.

Curg Beeson taught the first school. It was a subscription school and was held in a small building owned by Al Mathews and located on the northeast corner of the lots now occupied by the City Building. The first public school was held in a two-story building known as the Central Hotel. The first four grades were taught in this building and the other grades were taught in a building across the street south, where the implement shed is now.

In January 1886, the school was moved to a new four-room brick building located at the north end of Main Street. There was one teacher and eight grades. The first graduating class was in 1889. In 1904 the four-

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year high school was added. In 1907, additional four rooms were built. In 1909, athletics and Normal Training were offered. The curriculum in 1915 consisted of Science, normal training, English, Latin, history, German and music. In March of 1916, the building with all its contents was burned. The origin of the fire is still a mystery. In 1917, a new school on the same location was built.

School Facilities

Attica USD #511 presently consists of one main building with the industrial arts shops and classrooms annex. The athletic fields are located on the same ground site as the main building. The south wing of the main building is Puls Elementary, housing kindergarten through sixth grade, clerk's office, board room and the cafeteria. The north end of the main building consists of classrooms, which house the seventh through twelfth grades, including the locker rooms, gym, music room, computer lab and library as well as the Superintendent's office.

<u>NAME</u>	<u>SQUARE FOOTAGE</u>	<u>DATE CONSTRUCTED</u>
Puls Elementary	13,570	1955
Jr.-Sr. High Building	28,966	1980
Locker and Weight Room	2,369	1940
Industrial Arts-Bus Barn-Shop	9,134	1959
Athletic Restrooms-Concessions	1,500	1990

The facilities are continuously being improved and upgraded. Major emphasis has been placed on technology with the addition of an 18 Windows workstation computer lab, a 20 Windows wireless laptop computer mobile lab, a 16 Windows computer work station business lab, a 20 McIntosh workstation elementary computer lab, and a 4 Windows computer workstation library research lab. Each classroom has a minimum of one computer for teacher/student usage.

The total building including the gym is completely air-conditioned to provide a comfortable learning environment for students.

Attica students are very proud of their school buildings and grounds. Because of this student pride, the facilities are easy to clean and maintain. There has not been a single act of vandalism in a number of years.

District Telephone Policy

Telephone messages are delivered via email. Teachers can check their email accounts for messages periodically throughout the day. In case of an emergency, you will be notified in person of an incoming call.

District Medication Policy

In compliance with changes in the Kansas Nurse Practice Act (K.A.R. 60 – 15-104) Attica USD #511 has adopted the following medication policy:

ALL medications must be sent to school in the original container. Medications are kept in a locked drawer in the high school office.

A note from the parent/guardian containing must accompany ALL medications and must contain the following information:

- 1) Date
- 2) Name of student
- 3) Name of medication
- 4) Dosage (amount, time, frequency)
- 5) Reason for medication (i.e. strep throat, ear infection)
- 6) Any special instructions or information that might be helpful
- 7) Parent/guardian signature

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Prescription Medication

In addition to the above, all daily medications must be accompanied by a written physician's order. Any changes in dosage and/or time must be accompanied by a note from a parent/guardian and a newly labeled pharmacy container and/or a new written physician's order.

Non-prescription Medication

Any changes in dosage, time, or reason must be accompanied by a note from a parent/guardian. The school will not supply non-prescription medications.

Specific Procedures

Asthma

A student with asthma may carry an inhaler with them if they have a permission form on file in the nurse's office. If you expect **misuse** of an inhaler please contact the office.

Accident reports

This report needs to be filled out by a witness or the district secretary. Please check to make sure one is filled out and given to the office.

ADD/ADHD

If a student requires medication at school for this condition, it is usually at the same time every day. Please help the student to remember to go to the office so that he/she can take it.

Diabetics

This student may require a finger stick during lunch to monitor his/her glucose. If you have diabetics in your class you will be taught the signs and symptoms of an emergency. If the diabetic tells you that they are ill, please have another student walk them to the nurse's office or call the office.

Communicable Diseases

The most common communicable diseases and their return status to school are:

- 1) Pink eye (24 hours after treatment starts)
- 2) Lice (after all nits are removed)
- 3) Ringworm
- 4) Strep (24 hours after treatment)

If you think a student in your class has one of the above, please contact the high school office.

Hearing and Vision

The state requires that hearing and vision tests be performed on all 9th and 11th graders and all new students. The screenings begin in October and students will be called from class for the tests.

Blood and Body Fluids

Universal precautions are to be followed.

Head Injury

Please send any student to the office (accompanied by another student or a call from you) if they bump their head. We will notify the parents.

Seizure

Stay calm and remove any harmful objects from the student's pathway. Call for help.

Discipline

Staff Authority: Students are under the authority of any staff member of Attica Public Schools any time they are on school grounds or at a school sponsored activity at home or away.

1. **CLASSROOM TEACHER'S ROLE IN DISCIPLINE:** The classroom teacher will be the primary disciplinarian of his/her classroom. Student's or parent's questions concerning the operation of individual classrooms should be made directly to that instructor.

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2. **ALL TEACHERS ARE DISCIPLINARIANS:** Each teacher assigned to our school has been given authority to correct students for misbehavior. Teachers will monitor the halls, playgrounds, restroom, cafeteria, lobby, etc. during the school day.
3. **CLASSIFIED PERSONNEL:** All classified personnel should report acts of misbehavior to the classroom teacher, teacher on duty, and/or building principal.
4. **PRINCIPAL'S ROLE IN DISCIPLINE:** The principal will assist the teacher in carrying out discipline procedures when requested by the teacher. The teacher should exercise all available avenues before sending a student to the Principal's office.

Planning for Good Discipline: Teachers will use the district and building principal approved classroom discipline rules.

Teacher Supervision: Teachers are charged with the responsibility of teaching. Unfortunately teaching includes the performance of tasks that are not always a direct part of classroom instruction. One of these tasks is supervising students. Staff are responsible for the welfare of students, and state laws hold teachers and administrators liable for all times that students are under their supervision. The following guidelines should help in defining what one's responsibilities are:

1. Do not leave your class unattended except in extreme emergencies.
2. Be on time to the start of each class.
3. You are actually supervising students when you and students are on school grounds or at school sponsored activities.
4. Do not tolerate disrespect from students, but at the same time do not be disrespectful or discourteous to students—you are the adult and the professional educator.
5. Most of the time, your presence will discourage problems or misbehavior—good teachers just happen to make an appearance when trouble seems imminent.
6. Many times students will respond to a simple request to stop certain actions; your requesting them to stop is the first step in positive discipline.
7. Each teacher must take the responsibility to take care of school furniture and equipment.
8. Running in the halls, kissing & necking, pushing, shoving, scuffling, fighting, and hollering are not allowed in the school. Hallway discipline is everyone's responsibility.
9. It is every teacher's (7-12) responsibility to be out in the hall and visible during passing periods, before and after school, and during lunch hour. Your presence in the hall will discourage inappropriate behavior.
10. Address and confront problems with students when they occur. If students do not respond, please contact the administration.

Supervision is a team approach. We must work together to have positive, consistent building discipline. One of the quickest ways to erode staff morale is for one of us to turn his or her head to avoid addressing problems. To do so puts those teachers who address problems in an unfair light with students. No one wants to be seen as the "bad guy" for addressing problems; but that is what happens when we do not work together to have consistent building and classroom discipline.

Restroom Supervision: If you see restroom problems, please address them appropriately, and if necessary involve the administration. Restrooms are not places to socialize. Any graffiti should be reported so that it can be removed. Please limit permission to go to the restroom and monitor the time that students are in the restroom.

Playground Supervision: Teachers from their class grades will supervise children on the playground during all recesses. Grade level teachers will work out the details of the supervision.

Building Supervision: The sponsor must supervise any activity in the school building.

Items of Distraction: When a student brings any item to the classroom that distracts from your teaching or interrupts the educational process, it is your right and responsibility to have that student remove the distracting item. If clothing is the distraction send the student to the Principal.

Steps in the Discipline Procedure: Discipline is necessary for the educational process to occur. Discipline is necessary for the safety and welfare of all students and staff in school. It is important that we strive to teach self-discipline.

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The following steps should help in dealing positively with possible negative situations.

1. **Address the problem.** A one-on-one conference with the student will let him/her know that their actions are not appropriate.
2. **Parent contact.** If your initial contact does not solve the problem, the next step is to contact the parents. When contacting the parents, it is often helpful to begin by asking the parents for their help and input. **PLEASE KEEP THE PRINCIPAL INFORMED OF ALL POSSIBLE PROBLEMS.**
3. **Office referral.** If the first two steps do not correct the situation, it is time to inform the Principal about the student's situation. The Principal may have information about the student that may help in working with the student.

When the student is sent to the office, the following will happen:

- A. A complete referral form will accompany the student.
- B. The Principal will talk with you if there is any question about the referral.
- C. A conference with the student will be held; parents may be notified and a referral form may be mailed home.
- D. The Principal will be informed as to what happened by the end of the next school day.

Written Documentation: It is very important that a teacher document all of the above conferences and incidents when they occur. Any office referral must include a written referral.

The above process does not apply to those incidents that are extreme. When you have a student who is guilty of blatant insubordination, gross disrespect toward you or a student, extreme use of profanity that is directed toward you or a student, fighting or inciting a fight, obscene gestures, intentional damaging of school property, or other similar acts, you must take steps to get the administration involved immediately.

Detention-Student detention for classroom needs (K-12): If there is a need to detain a student after school hours, give the student twenty-four hours notice so their parents can be notified. Detention can be served either before and/or after school.

Corporal Punishment: Please refer to the Principal and Board policy JDA.

Remember-Students do not have the right to keep you from doing your job of teaching and they do not have the right to interfere with the educational process.

Transportation Policy for Activities and Field Trips

All students who participate in any extra-curricular event or field trip that requires school transportation are required to ride on school furnished transportation to and from the event. Any exceptions must be cleared in writing with the sponsor/coach. Students will not be released to ride with another student.

The student is required to ride on school furnished transportation to and from the event. Any exceptions must be cleared in writing with the sponsor/coach. A student will not be released to ride with another student. A student who does not abide by this policy will not be allowed to participate in that day's event and the next scheduled event.

The student must be aboard school transportation at the designated leave time. A student who is not aboard school transportation at the designated leave time will be left at school. The student will not be allowed to participate in that day's event and the next scheduled event.

ATTICA PUBLIC SCHOOLS STAFF

Office Personnel:

Troy Piper Superintendent
Bonnie Heath..... Clerk of the Board
Jennifer Summers..... District Secretary

Puls Elementary

Heather Cline Pre School
Gayle Hornbeck Special Education
Wendy Scott..... Kindergarten
Kathy Dohm..... First Grade
Becky Buckle Second Grade
Sherry Grigsby Third Grade
Randy Dieker Fourth Grade
Sheryl Grigsby Fifth Grade
Lisa Newsum..... Sixth Grade
Craig Winters Physical Education
Wayne Orcutt..... Vocal/Instrumental Music
Audra Miller..... Technology Coordinator
Martha McDaniel Title 1

Attica Junior-Senior High School Staff:

Gayle Hornbeck Special Education
Lance Vandever..... Industrial Arts
Harlan Hinds Secondary English
Kate Hankins..... Business
Wayne Orcutt..... Vocal/Instrumental Music
Cindy Warren..... Junior High Math/English
Clay McDaniel Secondary Math
Wes Rugg..... Secondary Social Studies
Amber Harnden..... Science
Craig Winters Physical Education/Foreign language
Barbara Sneary Art
Nancy Trantham..... Family and Consumer Science/Librarian

Special Education:

Gayle Hornbeck Special Education
Nancy Trotter..... Para
Lona Tyson Para

ATTICA PUBLIC SCHOOLS STAFF

Classified Staff:

Susan Gammill	Custodian
Pat Matthew	Custodian
Vickie Blurton	Head Cook
Brenda Loreg	Assistant Cook
Terry Bane	Transportation, Maintenance, Grounds Director
Derrell Clark	Bus Driver
Darrel Trantham	Bus Driver
Christine Little	Bus Driver

BOARD OF EDUCATION

Rogena Grigsby	President
Bruce Warren	Vice-President
Sue Catlin	Member
Amanda Smith	Member
Roger Goodman	Member
Loyd Summers	Member
Dustin Newberry	Member

GOVERNANCE

Attica USD #511 is governed by a seven-member board of education. All board members are elected at large. One superintendent, who also serves as the elementary, junior high, and senior high school principal, administers the district. The clerk of the board and one secretary assists the board of education and superintendent.

SCHOOL DISTRICT INFORMATION

ADDRESS:	Attica Public Schools 718 N Main – Box 415 Attica, KS 67009
TELEPHONE:	Puls Elementary School 620-254-7314 Attica Junior Senior High School 620-254-7915 District Office 620-254-7661
FAX:	620-254-7872

SECTION III
PULS ELEMENTARY (K-6)
INFORMATION

ATTICA PUBLIC SCHOOLS

K-6 Faculty:

Heather Cline	Pre School
Gayle Hornbeck	Special Education
Wendy Scott	Kindergarten
Kathy Dohm	First Grade
Becky Buckle	Second Grade
Sherry Grigsby	Third Grade
Randy Dieker	Fourth Grade
Sheryl Grigsby	Fifth Grade
Lisa Newsum	Sixth Grade
Craig Winters	Physical Education
Wayne Orcutt	Vocal/Instrumental Music
Audra Miller	Technology Coordinator
Martha McDaniel	Title 1
Troy Piper	Superintendent/Principal

QPA Cycle IV Accreditation Teams and Membership:

WRITING

Randy Dieker, Chair
Lisa Newsum
Kathy Dohm
Becky Buckle
Sheryl Grigsby

MATH

Sherry Grigsby: Co-Chair
Kathy Dohm: Co-Chair
Randy Dieker
Wendy Scott
Lisa Newsum
Craig Winters

READING

Martha McDaniel: Chair
Sheryl Grigsby
Sherry Grigsby
Wendy Scott

Troy Piper Superintendent
..... District QPA Chairperson
Sherry Grigsby Professional Development Coordinator

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Recess Duty

Morning Recess K-4: One Teacher is assigned on a rotating basis for each day.

Noon Recess K-6: Two teachers are assigned for each day, assignments determined at the beginning of each school year. There is no bell at noon. Teachers must blow their whistles to end the recess at 11:45 a.m.

Afternoon Recess K-2: Teachers work out duties at the beginning of each school year.

Recess Rules

- 1) Students should play where teachers can see them, not north of the library or south of the school building.
- 2) Go down the slide seated and feet first, no trains.
- 3) Jump ropes are to be used for jumping only.
- 4) Stay away from the street.
- 5) Ask permission to go get a ball that crosses the street.
- 6) Play safely on equipment.
- 7) No lying down or dragging feet or hands on merry-go-rounds.
- 8) No underdogs on the swings.
- 9) Only two people on teeter-totter, holding on tightly, and no bouncing on the ground.
- 10) No walking on the teeter-totter board.

On bad weather days, half of the students go to the gym for noon recess and the other half play quietly in the hall (split K-3 and 4-6). Morning and afternoon recesses are held in the hallway. If the weather is nice but muddy, children play on the cement areas, or the teacher may opt to take them to the tennis courts west of the school.

Elementary Computer Lab

K-5 classes do Computer Curriculum Corporation (CCC) in the elementary computer lab daily. The half hour time slots are determined at the beginning of each year. We must be flexible due to schedule changes.

Field Trips

Field trip dates should be scheduled as soon as possible. Assigned trips could be changed. All trips must be approved through administration.

- K - Shrine Circus in Wichita
- 1 & 2 - Leonardo's in Enid, OK
- 3 & 4 - Exploration Place in Wichita
- 4 & 5 - Cowtown or Cosmosphere in Wichita/Hutchinson

Testing

K – 6	CTBS Tests	April (3 rd or 4 th week)
1 – 6	CBM Tests	Fall, Winter, Spring
1 – 6	STAR Tests	Fall, Spring
2	Diagnostic Test	Fall, Spring
4	KS Math Assessment	March
5	KS Reading Assessment	March
5	KS Writing Assessment	March

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School Parties

Room parents are assigned by the teacher sometime in September. Parent helpers are needed for four parties: Halloween, Christmas, Valentine's Day, and Easter. Party times are set by the teacher. Parents are asked to bring a snack, drinks, and perhaps treat bags to send home.

Halloween involves a school parade. Students (and teachers!) grades K-6 dress in costume to parade in the gym where costumes are judged. Then they walk around town together getting treats from merchants. They come back to school for the parties.

At Christmas there is a small student gift exchange, usually under \$3.00. This varies by classroom.

On Valentine's Day students bring valentines for all their classmates. Cheerleaders sell flowers and balloons that are delivered to the rooms on that day.

For Easter, students K-4 bring 4 decorated eggs. Room parents hide the eggs for a hunt that afternoon before the party. Hunting areas change on a rotation basis.

Birthday parties are set by parents making individual arrangements with the classroom teacher. Birthday parties are not to interfere with the school lunch program.

SECTION IV

**ATTICA JUNIOR-SENIOR
HIGH SCHOOL (7-12)
INFORMATION**

ATTICA PUBLIC SCHOOLS

7 - 12 Faculty:

Gayle Hornbeck	Special Education
Lance Vandever.....	Industrial Arts
Harlan Hinds	Secondary English
Kate Hankins	Business
Wayne Orcutt	Vocal/Instrumental Music
Cindy Warren.....	Junior High Math/English
Clay McDaniel	Secondary Math
Wes Rugg.....	Secondary Social Studies
Amber Harnden.....	Science
Barbara Sneary	Art
Nancy Trantham.....	Family and Consumer Science/Librarian
Craig Winters	Foreign Language/Physical Education
Troy Piper	Superintendent/Principal

QPA Cycle IV Accreditation Teams and Membership:

WRITING

Cindy Warren: Co-Chair
Harlan Hinds: Co-Chair
Wes Rugg
Barbara Sneary
Craig Winters

MATH

Clay McDaniel: Co-Chair
Cindy Warren: Co-Chair
Lance Vandever
Kate Hankins
Amber Harnden

READING

Nancy Trantham: Co-Chair
Harlan Hinds: Co-Chair
Wes Rugg
Wayne Orcutt

Troy Piper

..... Superintendent/Principal

..... District QPA Chairperson

Barbara Sneary

..... Professional Development Coordinator

SECTION V

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences

Not enough emphasis can be given to the importance of Parent – Teacher Conferences. The success or failure of a Parent-Teacher Conference will leave a lasting impression in the minds of parents/guardians. How you present yourself and how well you are prepared for the conference will help parents/guardians determine whether you are a quality teacher.

Listed below are some do's and don'ts for having a successful Parent-Teacher Conference.

DO:

1. Begin the conference with a smile, handshake, and welcome.
2. Organize student information into broad categories. Discuss:
 - A) Abilities
 - B) Activities
 - C) Attitudes towards school and other children
 - D) Work Habits
 - E) Successes and Failures
 - F) Citizenship Traits
 - G) Provide samples of work, tests, and records
 - H) Recommendations
 - I) Other items
3. Be a good listener
4. Encourage parents to discuss concerns (add clarity as needed)
5. Establish a follow up conference (if necessary)
 - A) Complete a Parent-Teacher Summary form
6. End the conference with a smile, handshake, and encourage parents/guardians to visit your classroom anytime.

Remember: Always be over prepared for a conference. You never know what questions a parent/guardian may ask.

DON'T:

1. Use educational jargon.
2. Be evasive. If you do not know the answer, say so. Promise to gather information and contact them within 48 hours.
3. Disagree with school policy. If the parents/guardians have a problem with school policy, have them visit with school administration.
4. Predict life success for their child.
5. Describe your problems to the parent.
6. Bad mouth a colleague or school system.

There are some very good articles relating to communication during Parent-Teacher conferences located in the appendices.

SECTION VI

TITLE I

Title I Program

Schoolwide & Title I coordinator/facilitator: Attica Puls Elementary (K-6) has had a designated Title I schoolwide program since the 1996-1997 school year. The goal of the Attica Puls Elementary schoolwide program is to assist students, grade kindergarten through sixth, in reading and math. One of the many changes that has occurred because of the schoolwide program is the role of what was once called the Title I teacher. The Title I coordinator/facilitator has assumed a much broader but somewhat less defined role. The Title I coordinator/facilitator meets with grade level and special services teachers allowing for greater collaboration among teachers, for facilitating teacher and student needs, and for coordinating the numerous programs that have been adopted. The Title 1 coordinator/facilitator may be scheduled throughout the year in classrooms to allow for instruction in small groups and/or to provide more one-on-one instruction. Individual students or groups of students may be pulled out when appropriate for direct instruction, for reinforcement, and for supplemental instruction. Specific concentration is given to the lower primary grades to ensure a sound foundation in the core curricular areas. Other ongoing areas of responsibilities of the Title I coordinator/facilitator are to research and remain up-to-date on current reading and mathematics programs, to investigate various teaching strategies, and to remain current with federal, state, and district policies with regards to Title I.

Instructional Strategies: Schoolwide instructional programs, strategies, and interventions used in the area of reading include Reading Renaissance (AR & Star testing), word attack programs (Johnny Can Spell), graphic organizers, and computer-based programs. Schoolwide instructional programs, strategies, and interventions used in the area of mathematics include a four-step problem-solving model (PUPS), graphic organizers, manipulative-based math, and computer-based programs. All of these strategies are also Quality Performance Accreditation (QPA) strategies as well. [See the QPA section for more information]

Johnny Can Spell: Word attack strategies include both phonemic awareness instruction and systematic, explicit phonics instruction. Kindergarten and first grade concentrate on phonemic awareness activities at the beginning levels of reading, which stress beginning, ending, and middle sounds but also involve the manipulation of sounds. As skills develop, students graduate to letter manipulation, rhyming words, and word families. Phonemic awareness and systematic phonics instruction is continued in the second through sixth grades with The Johnny Can Spell program. The Johnny Can Spell program, based upon Romalda Spalding's *The Writing Road to Reading* and Dr. Samuel Orton's research, is a systematic, explicit phonics program. This program teaches all seventy phonograms using multi-sensory practice strategies. Students learn decoding rules, syllabication, and prefix and suffix rules. Johnny Can Spell enables vocabulary instruction and fosters a high level of ongoing word consciousness in classrooms. The *Johnny Can Spell* program is an integral part of the elementary reading, spelling, and language program. Each classroom should contain the following books and guides: *The Writing Road to Reading*, *Morrison-McCall Spelling Scale*, *Johnny Can Spell: Teacher's Guide*, *Johnny Can Spell: Lesson Planners (2)*, *Johnny Can Spell: Phonogram Card Set*, and *Johnny Can Spell: Practicing Phonograms w/ Alice Nine* tape. The *Morrison-McCall Spelling Scale* should be administered each month. The Johnny Can Spell program should be the basis for phonics instruction and spelling. Additional supplemental information for this program is available from the Title 1 coordinator/facilitator. New teachers need to check with the Title 1 coordinator/facilitator for inservice and instruction on this program.

Curriculum Based Measurements (CBMs): CBMs are given 3 times a year (shortly after school begins, beginning of 2nd semester, and shortly before school ends) in both reading and mathematics to K-6 (7th and 8th grades do the reading CBMs). In the reading, each student has 1 minute to read as well as he/she can on a given passage. Three timings are taken; each on a different passage. The median average number of words read is the student's score. The passages are from grade level appropriate material. Although CBMs are in no way a direct measure of comprehension, reading comprehension scores correlate strongly with reading fluency (CBM) scores. If one can read fluently, then one can direct more energy towards comprehension. However, if reading is not fluent, then much of one's energy is directed toward decoding and comprehension suffers. Reading CBMs are administered by the school psychologist, Title 1 coordinator/facilitator, special education resource teacher, and paraprofessional.

Math CBMs are two 2-minute timings of basic math facts. The math operations (addition, subtraction, multiplication, & division) depend upon the grade level. One 2-minute timing is on mixed operations. All of these tests are administered by the classroom teacher and scored by the Title 1 coordinator/facilitator. Scoring is based on number of digits correct.

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NCLB & Parent Involvement: The federal education program, No Child Left Behind Act of 2001 (NCLB) mandates that all school districts that receive Title funds, must have developed a parental involvement program including the implementation and use of parent-school compacts and annual notification of “Parents’ Right to Know”. The student/Parent/Teacher Compact and “Parents’ Right to Know” documents follow:

Education Takes Everyone!!

Attica USD 511 Student/Parent/Teacher Compact

Parent/Guardian Agreement

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Establish a time for homework and review it regularly
- Provide a quiet, well-lighted place for study.
- Encourage my child’s efforts and be available for questions.
- Stay aware of what my child is learning.
- Help my child learn to resolve conflicts in positive ways.
- Communicate and work with teachers and school staff to support and challenge my child.

Signature _____ Date _____

Student Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Respect and cooperate with other students and adults.
- Conform to rules of student conduct.

Signature _____ Date _____

Teacher Agreement

It is important that students achieve. Therefore, I shall strive to do the following:

- Have high expectations for myself, students, and other staff.
- Communicate and work with families to support student learning.
- Encourage students and parents by providing information about student progress.
- Provide educational activities that are appropriate for students.
- Provide a safe, caring environment for learning.
- Respect the differences of students and their families.

Signature _____ Date _____

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Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to student’s education records. These rights are:

- (1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Attica USD 511 to comply with the requirements of FERPA. The name of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding Attica USD 511 conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of—*

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1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use—
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Attica USD 511 has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Attica USD 511 will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Attica USD 511 will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Attica USD 511 will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

PPRA Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Attica USD 511 to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

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Attica USD 511 will provide parents, within a reasonable period of time prior to the administration of any surveys or activities that meet the above definitions, notification of the surveys and activities and will provide an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to

Superintendent of Schools
Attica USD 511
718 N. Main
Attica, KS 67009

The superintendent will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

SECTION VII
TECHNOLOGY

TECHNOLOGY

Educational technology is a major focus in the halls of Attica USD 511. Everywhere one goes one can see evidence of a growing commitment to offering students experiences with the technology they will need to be successful in the world of today and of tomorrow.

District Network: All district computers are networked to a tier 1 server via fiber optic cabling and use the Windows platform. To access any computer in the district, both a user name and password are required. Be sure to check with the Technology Coordinator to obtain the rights to access district computers. The user name is an individual's first and last name separated by a period and all in lowercase. (Ex. john.doe) Passwords are determined by the user but must be given to the Technology Coordinator for activation and must remain secure. All folders, files, etc. must be saved to the user's server location; not to individual computer hard drives. The server is secure and backed up every night. (See additional information in the Network/Internet Acceptable Use Agreement)

Computer Labs: Attica USD 511 provides a number of lab-type settings for computer usage. The 2002-2003 school year saw the purchase and installation of an 18 computer workstation lab and a 20 wireless mobile laptop lab. In the summer of 2002, the district purchased 16 computer workstations for the high school business lab. In addition, several computer workstation labs are available in the junior high English room, the high school English/Yearbook room and in the library research room. The elementary school has a 15 wireless laptop workstation lab that is used a minimum of twenty minutes per day by each elementary class. During the 2004-2005 through the 2007-2008 school years, new desktops for the computer lab and the business lab were purchased. The replaced desktops from the computer lab and the business lab were transferred to teachers and other needed locations throughout the school to replace outdated desktop computers. In addition, a rotation to replace the laptops purchased in 2002-2003 began in the 2006-2007 school year with the purchase of 10 new laptops.

Teachers are encouraged to schedule times to use the district lab and/or laptops with students. Checkout sheets are available in the lab. Both the lab computers and laptops should be reserved in advance to guarantee availability. Teachers must come to the lab and assist with monitoring when it has been reserved for their class. However, individual students may come to the lab or checkout laptops with a teacher signed agenda stating the student's purpose.

Elementary Compass Learning Odyssey Lab: The elementary Compass Learning Odyssey lab consists of 15 wireless laptops that are used at a minimum of twenty minutes per day in grades K-6. The lab features 12 laptops set up for daily use and 3 laptops in the laptop cart which are available for checkout by grades K-8. The Compass Learning Odyssey standards-based curriculum offers comprehensive Web-based activities. These activities strengthen the student's reading, language arts, math, social studies, science and English skills and knowledge. Supplemental materials make it easy for the teachers to integrate key concepts and activities into the classroom or the student's home.

The Compass Learning program continually monitors and assesses where the students are in relation to state and national standards, and then it automatically prescribes an individualized learning path based on each student's performance and gains. Compass Learning provides opportunity for remediation or enrichment depending upon a student's needs. Teachers have multiple reporting options to track student progress and they have the capability to further individualize student and class work.

A test builder is also available that allows the teachers to create custom assessments that are pulled directly from the individual state standards. This provides an opportunity for teachers to assess student understanding in advance of the state assessment testing in the spring. In addition, the daily use of the computers to operate the program will provide students with a greater comfort level when the time for the online state assessment testing arrives.

Information on student performance and gains can be used as a local assessment for Quality Performance Accreditation (QPA).

Technology Coordinator: The Technology Coordinator is available to assist teachers not only with technology maintenance questions and issues but with technology classroom integration. She can assist with Internet research, template designs, PowerPoint presentations, transferring files to student folders, etc.

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Do not hesitate to ask whether she can accommodate your needs. She also instructs computer classes for Elementary and Junior High students on a daily basis (see the Technology in the Classroom section).

Software: All Windows machines are loaded with Microsoft Office XP (Word, Excel, Access, Publisher, Learning Essentials and PowerPoint), Macromedia MX (Dreamweaver, Fireworks, Flash, Freehand), Follett Library software, Norton Antivirus Protection, and several other AntiSpyware programs. Other software programs available for limited use are Graphire Tablets, Adobe Photoshop, and Adobe Pagemaker. There are also a few curriculum programs available. Check with the Technology Coordinator for a list.

Accelerated Reader and Star testing are available on all teacher computers and a number of district lab computers.

Administrative Software Package: Attica USD 511 purchased the Goedustar administrative and student information software during the 2007-2008 school year. All attendance records, lunch balances, grades, class schedules, daily bulletins, etc. are maintained with these and other software packages. An overview of these programs and training is provided at the “New Teachers’ Inservice” and in the Goedustar usage manuals. Further assistance is available from the Technology Coordinator and the district secretary.

Technology in the Classroom: Each classroom has at least one Windows computer workstation with printer which is primarily for teacher usage and AR testing. Several rooms have additional computer workstations for individualized drill and practice. The computer lab’s wireless mobile laptop lab is available for use by all classrooms K-12 and individually the laptops are available for overnight checkout by staff members. The elementary wireless mobile laptop lab is available for all K-6 classrooms. Classroom use other than Compass Learning Odyssey will need to be scheduled around the pre-set daily lab times for the elementary classes K-6.

Several innovative technology-based classroom programs are available at Attica USD 511 including the second and fifth grades Learning with Computers classes, APACT, APACT2, APACT3 and the Jr/Sr. high school art department. The second and fifth grade Learning with Computers classes are introductory and utilize a project textbook in addition to supplemental materials to prepare students for APACT and gain a familiarity with computer usage for testing, etc. The APACT class is based on the nationally recognized Generation.Yes program where students are paired with partner-teachers to develop technology infused projects. Students provide the technology expertise while the partner-teachers provide the curriculum expertise. The APACT2 and APACT3 classes continue to build on the skills developed previously. A textbook in addition to supplemental resources and activities are utilized by the APACT, APACT2 and APACT3 classes. Students are exposed to various technologies in the above mentioned classes including but not limited to palm pilots, scanner, SMART Board, laptops, etc.

The Art Department has incorporated the use of Graphire tablets and Adobe Photoshop into its daily curriculum to enhance student projects and increase student interest.

Remember to contact the Technology Coordinator for assistance with classroom technology integration.

Internet Services and Email Accounts: Access to the Internet is available to staff and students of Attica USD 511 on at least 115 computers in the district. Internet access is provided via a T1 line. All classrooms in the district have at least one computer with Internet access. Internet access is also available on all computers in the Windows labs.

Email accounts are established for each faculty member. Email addresses are based on the subject or grade one teaches. For example, the email address of a sixth grade teacher is sixth@usd511.net. Check with the Technology Coordinator for email addresses and passwords.

Additional Equipment: The district is fortunate to have four LCD projectors, several scanners, color printers for teacher use, digital cameras in the yearbook, art department, and APACT class, two digital camcorders, lavalier microphone systems, Palm Pilots and one SMART Board. Please check with the Technology Coordinator for availability.

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Public Use: Computer lab and laptop computers are available for community use during school hours. Please contact the Technology Coordinator for further information and/or to arrange time for usage.

Attica USD 511 Web Site: Please be sure to view the school Web Site at www.usd511.net. The site provides the community with an up-to-date information source regarding the happenings at USD 511.

Network/Internet Acceptable Use Agreement

Introduction to the Computer and Network/Internet
Acceptable Use Policy

Computer and network access, including Internet access, is available to students and staff in Attica USD 511. Please read this document carefully.

Attica USD 511's goal in offering these services to the school community is to promote educational excellence in schools by providing resource sharing, innovation, and communication.

Technology offers the potential of access to such services as:

- Computer-based tools and applications;
- Instructional resources and materials;
- Networked references, research sources, library catalogs, electronic mail services;
- Global information and news;
- Correspondence with other institutions;
- Online publishing and information sharing;

With this access to computers and people all over the world also comes the availability of material that may be considered inappropriate in the context of the school setting. On a global network it is impossible to control access to all inappropriate materials. Even with the best security and filtering, an industrious user may discover controversial information and materials, either accidentally or intentionally.

Attica USD 511 firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District. However, the smooth operation of the network relies upon the proper conduct of the end users who must strictly adhere to the following guidelines and conditions of use. These are provided so that users, parents, guardians, patrons, and the community are aware of the responsibilities they are about to acquire. In general, this requires efficient, ethical, and legal utilization of the computer and network resources.

Access to technology provides connections to computer systems located all over the world. Therefore, students, staff, parents, guardians, and patrons must understand that neither Attica USD 511 nor any Attica USD 511 employee controls the content of the information available on the systems. Attica USD 511 does not condone the use of controversial or offensive materials and cannot be held responsible for such use. These guidelines and conditions of use apply to all employees and students, or anyone else with access to any technology resources owned and operated by Attica USD 511.

This Acceptable Use Policy is binding on all employees and students of Attica USD 511 while they are employed or enrolled in this district as a matter of law, whether this agreement is signed or not.

Signing this agreement will help the District determine whether students, parents, guardians, and staff are familiar with the responsibilities of using technology and will help the district grant technology privileges consistent with each individual's understanding of these responsibilities.

The guidelines and conditions outlined in this policy in no way limit the District's right to manage its technology system as it sees fit, or restrict its authority to take any actions it determines necessary to adequately supervise, protect, and, if necessary, discipline students and staff.

The district reserves the right to revise this policy at any time, and all revisions will take effect immediately upon approval by Attica USD 511 Board of Education.

Computer, Network, and Internet Guidelines and Conditions of Use

Acceptable Use – The purpose of educational technology in Attica USD 511 is to support the District's educational goals; therefore, use of technology must be consistent with the educational objectives of Attica USD 511. Use of computer systems and networks imposes certain responsibilities and obligations on users and is subject to Attica USD 511 policies and local, state, and federal laws. Acceptable use is always

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ethical, reflects honesty, and shows courtesy. It demonstrates respect for intellectual property, ownership of information, and system security mechanisms.

Plagiarism and Academic Dishonesty – Academic dishonesty is not acceptable. Cheating, as defined as copying another student’s work and claiming it as your own, and plagiarism, defined as the use of another person’s original ideas or writing without giving credit to the true author, are both prohibited practices. Materials taken from electronic sources are covered by this policy as well.

A student who engages in any form of academic dishonesty will be subject to loss of credit for the work in question, as well as other disciplinary measures.

Privileges/Consequences – The use of technology is a privilege, not a right. Users must recognize and practice acceptable and lawful uses of the technology in order to continue to be granted this privilege. Inappropriate use may result in a restriction of privileges and other disciplinary action.

PURPOSE: To define and delineate acceptable and unacceptable uses of Attica USD 511 provided technology and access to information resources.

1. Attica USD 511 owns and operates a computer network. “Computer network” shall include equipment and facilities, hardware, software, the transfer of information from one point to another, emails, access and connection to the Internet, storage of information, data, or any system, network, or equipment attached to the computer network.
2. Attica USD 511’s computer network has a limited educational purpose and has not been established as a public access service or a public forum. The District has the right to place restrictions on use of the computer network to ensure that such use is in accord with its limited educational purpose.
3. This policy, related District and school policies and regulations, and the student handbook will govern student use of the computer network. Staff use will be governed by this policy, related District and school policies and regulations, District employment policy, and negotiated agreement, if applicable. Users have no privacy expectations in the contents of their personal files and records of their activity while on or using the computer network.
4. Students are restricted to using the computer network for educational reasons. Attica USD 511 asserts the right to review and exercise its ownership of the computer system at any time by search of the system and its equipment and any information on it. Use of the computer network by student and staff shall be subject to monitoring and search, and staff and students have no expectation of privacy in any information contained on the computer network.
5. Attica USD 511 makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through the computer network will be error-free or without defect. The District will not be responsible for any damages users may suffer, including but not limited to, loss of data, interruption of service, or exposure to inappropriate material or people. The District is not responsible for the accuracy or quality of the information obtained on or through the computer network. The District will not be responsible for financial obligations arising through the unauthorized use of the computer network.
6. Successful operation of the computer network requires that all users regard such network as a shared resource and cooperate as a community; recognizing diverse interests and orientations while promoting the common purpose of advancing public education. It is therefore imperative that all users conduct themselves in a responsible, decent, ethical, polite, and lawful manner while using the computer network.
7. Attica USD 511 has developed and approved this policy in accord with the statutory requirements of the Children’s Internet Protection Act (CIPA). The policy represents the District’s good faith efforts to promote the safe, ethical, responsible, and legal use of the Internet, support the effective use of the Internet for educational purposes, protect students against potential dangers in their use of the Internet, and ensure accountability.

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- a. Attica USD 511 will promote the effective, educational use of the Internet in school through appropriate professional development.
 - b. Student and staff users of the District Internet system will receive instruction regarding the safe, ethical, legal, and responsible use of the Internet and of the District's Internet system and their rights and responsibilities under this policy.
 - c. Student use and activities will be structured in a manner that is appropriate to the age and skills of students, recognizing the importance of providing more secure environments for younger students and supporting safe, responsible, independent use by older students.
 - d. Attica USD 511 will provide an annual written notice to parents/guardians of students about the District Internet system, the policies governing its use, and the limitation of liability of the District. Parents/guardians must sign an agreement to allow their child to access the Internet. Upon receipt of the executed agreement, the student will be allowed access to the District Internet system. Parents/guardians have the right at any time to investigate the contents of their child's server files. Parents/guardians have the right to request the termination of their child's Internet access at any time by updating their child's Internet Permission Form and Student Use Agreement.
8. The Attica USD 511 superintendent or his/her designee will deem what is inappropriate use and his/her decision is final. The superintendent or his/her designee, retains the right to deny, revoke, or suspend specific user privileges, or restrict access to technology resources, require payment for any damaged or destroyed equipment, and bring criminal charges if deemed necessary.
 9. Any material used, generated or stored by any users is subject to review. Attica USD 511 reserves the right to examine, restrict, or remove any material that is on or passes through its technology systems.
 10. Access to electronic information related to any student or staff member will be governed by the same policies that would apply to that information if it were not in electronic form.
 11. Parents/guardians may request to see the content of any material created or accessed by their child/children, if technically possible.
 12. Attempts to compromise the security, integrity, the functionality of any Attica USD 511 technology system or possession of tools, which are designed to do so, while on school property, is a violation of this policy. This includes, but is not limited to, the uploading or creation of computer viruses, deletion or alteration of other user files or applications, removing protection from restricted areas, or the unauthorized blocking of access to information, applications, or areas of the network.
 13. It is a violation of this policy to introduce or attach any software or hardware to technology used in Attica USD 511, which is not owned or specifically authorized, by the superintendent or his/her designee.
 14. Unless specifically authorized by the superintendent or his/her designee, no modification to any hardware or software owned or managed by Attica USD 511 may be made.
 15. A few examples of user activities that violate this policy:
 - a. Commercial advertising or unethical/illegal solicitation.
 - b. Accessing a file or Web site that contains pornographic or obscene pictures, videos, stories, or other material; making copies of such material, or distributing or exposing others to such material.
 - c. Using copyrighted material without permission.
 - d. Sending or receiving messages that are obscene, profane, racist, sexist, inflammatory, threatening, or slanderous toward others.
 - e. Creating and/or placing a computer virus on the network or any workstation.
 - f. Sending messages or information with someone else's name on it or misrepresenting the source of information entered or sent.
 - g. Harassing others or requesting or distributing addresses, home phone numbers, or other personal information, which could then be used to make inappropriate calls or contacts.

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- h. Sending chain letters or engaging in “spamming” (sending an annoying or unnecessary message to large numbers of people).
- i. Purchasing something, which requires you to submit a credit card number or obligates the student or school to another party.
- j. Revealing home addresses, e-mail addresses, or phone number of other students or colleagues.
- k. Sharing passwords. The only person to ever use a password is the person to whom it belongs.
- l. Attempting to access and/or alter information in restricted areas of any network or in any way violate the confidentiality rights of other users on any network.
- m. Attempting to access blocked Web sites or bypassing network security settings.
- n. Accessing social networking sites.
- o. Failing to report violations of this plan or other conditions that may interfere with the appropriate and efficient use of school resources. Users are required to report any of the following to his/her teacher or the building network administrator as soon as the following are discovered:
 - i) Any messages, files, Web sites, or user activities that contain materials that are in violation of this policy.
 - ii) Any messages, files, Web sites, or user activities that solicit personal information about you or someone else, or request a personal contact with you or another user. (Asks for your address, phone number, credit card number, Social Security number, or to meet you.)
 - iii) Attempts by any user to abuse or damage the system or violate the security of the network and its resources.
 - iv) Any illegal activity or violation of school policy.

Consequences for Inappropriate Use/Violations of AUP

- **First offense - loss of all computer privileges and use for two weeks and a letter will be sent home to the parents**
- **Second offense - loss of all computer privileges and use for nine weeks**
- **Third offense - complete loss of all computer privileges and use for the school year**

“Netiquette” on the Internet

All users of Attica USD 511’s computers and networks are expected to abide by the generally accepted rules of network etiquette (netiquette). Informal rules of behavior have evolved for the use of and communication on the Internet and other on-line services. These rules of behavior include, but are not limited to, the following:

1. Be polite. Do not write or send abusive messages to others.
2. Use appropriate language. Do not swear, use vulgarities, or any inappropriate language.
3. Do not reveal your personal address or phone numbers or that of other students or colleagues.
4. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. All communication and information accessible via the network should be assumed to be private property, which is subject to copyright laws.
6. Do not place unlawful information on any network system.
7. Keep paragraphs and messages short and to the point. Focus on one subject per message.
8. Do not type in all capital letters. This is seen as shouting!!
9. Do not use the network in such a way that would disrupt the use of the network by other users. (e.g. downloading very large files during prime time; sending mass e-mail messages.)

Computer Lab Rules

General Rules - Student

1. Each student must have an agenda book signed by classroom teacher stating
 - a. Purpose for being in lab.
 - b. Expected length of visit.
2. PRIVILEGE, NOT a RIGHT.
3. Computers ARE NOT for playing games, sending and checking email, accessing social networking sites, and other non-educational purposes.
4. Know and follow Copyright Laws and USD 511 Computer Policy.
5. Select only School Appropriate Sites.
6. Use only School Appropriate Language.
7. Ground yourself before working on computers.
8. Sign In and Out with the Technology Coordinator.
9. Log In and Out.
10. Do Not Use Printers as Copiers.
11. No Food or Drinks Allowed.
12. No unnecessary visiting.
13. For before or after school use, must make arrangements with Mrs. Miller personally.
14. Repercussions for inappropriate behavior:
 - a. 30-minute detention next a.m. or p.m.
 - b. if not served, student not allowed in computer lab without a teacher.

Class Usage – Teacher

1. Sign up to schedule classes or mobile lab use beforehand.
2. Bring and stay with classes in Computer Lab unless other arrangements are made prior to the class session.
3. Assign each student a computer and fill out the Computer Lab Student Use sheet.

Individual Laptop Checkout

1. During the school day:
 - a. Each student must have an agenda book signed by the classroom teacher stating purpose for checkout.
 - b. Checkouts only for an hour at a time unless otherwise arranged by teacher.
 - c. Must be signed out on appropriate checkout sheet.
 - d. Use only power supply and cord checked out with laptop.
 - e. The same person who checks out the laptop must return it as well.
 - f. Do not place the laptop on the floor for usage due to static electricity buildup.
 - g. Always remove the pin from the laptop before carrying.
 - h. Be sure to plug in the power cord on the power strip and then the pin into the laptop when returning the laptop to the cart.
2. First come, first served unless reserved by a teacher for a class.

Note: Please sign and return this page to the office. A signed copy must be on file with the Technology Coordinator before computer access will be allowed.

Internet Permission Form and Acceptable Use Agreement

The signatures on this **Internet Permission Form and Acceptable Use Agreement** indicate the parties who have signed have read the terms and conditions carefully and understand their significance.

I have read and understand Attica USD 511's **Internet Permission and Acceptable Agreement** and will abide by the stated procedures. I understand that a violation of this policy may result in the loss of computer privileges, suspension, expulsion or other disciplinary or legal action. I also understand that any violations of these and other standard Internet policies may result in the complete loss of computer privileges throughout the district. This includes the use of networked or stand-alone machines and all software contained therein. Students or staff members who violate these policies will be responsible to provide their own means to complete any class assignments, projects, or job related tasks, which require the use of a computer and/or computer software.

User Name (please print) _____

User Signature _____ Date _____

Parent/Guardian (please print) _____

Parent/Guardian Signature _____ Date _____

I do not give my son/daughter permission to access the Internet

Parent/Guardian Signature _____ Date _____

SECTION VIII

**SPECIAL EDUCATION
INFORMATION**

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Special Education

Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly *individualized* document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.

To create an effective IEP, parents, teachers, other school staff--and often the student--must come together to look closely at the student's unique needs. These individuals pool knowledge, experience and commitment to design an educational program that will help the student be involved in, and progress in, the general curriculum. The IEP guides the delivery of special education supports and services for the student with a disability. Without a doubt, writing--and implementing--an effective IEP requires teamwork.

The Basic Special Education Process Under IDEA

The writing of each student's IEP takes place within the larger picture of the special education process under Individual With Disabilities Act (IDEA). It may be helpful to look briefly at how a student is identified as having a disability and needing special education and related services and, thus, an IEP.

1. Student Improvement Team (SIT) process

- A. Submit Request for Assistance – Any staff member can make a request to the Student Improvement Team. The request should be based on objective concern for the student's welfare, indicated by behavior or academic performance.
- B. Send out Request for Information Forms The Student Improvement Team will provide a form for the teacher to use in describing the concerns she/he has about the student. The request for assistance form is filled out and then passed on to a specific member of the building Student Improvement Team.
- C. Team Meeting to Review Data Collected and Begin Plan Development- During the SIT meeting, team members discuss student's assets and concerns. The team goes through a problem solving process to determine how to best help the student.
- D. Implement and Monitor Progress of SIT Plan- Developing a Student Improvement Plan is critical. Documentation of what has been attempted informs and communicates to others currently working with a student, as well as future teachers and staff.
- E. Follow-Up Meeting- Team members meet to discuss the student's progress.

2. Child is identified as possibly needing special education and related services.

"Child Find." The state must identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states conduct "Child Find" activities. A child may be identified by "Child Find," and parents may be asked if the "Child Find" system can evaluate their child. Parents can also call the "Child Find" system and ask that their child be evaluated. Or —

Referral or request for evaluation. A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a reasonable time after the parent gives consent.

3. Child is evaluated.

The evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

4. Eligibility is decided.

A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA.

5. Child is found eligible for services.

If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, the IEP team must meet to write an IEP for the child.

6. IEP meeting is scheduled.

The resource teacher schedules and conducts the IEP meeting. Teachers will receive a ten day notice (via e-mail) to all IEP meetings. Reminders will be sent out the day before the meeting.

7. IEP meeting is held and the IEP is written.

The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are part of the team. If the child's placement is decided by a different group, the parents must be part of that group as well.

Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the meeting.

8. Services are provided.

The school makes sure that the child's IEP is being carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

9. Progress is measured and reported to parents.

The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their nondisabled children's progress.

10. IEP is reviewed.

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement.

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If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing. They may also file a complaint with the state education agency.

11. Child is reevaluated.

At least every three years the child must be reevaluated. Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a new evaluation.

The IEP Team Members

By law, certain individuals must be involved in writing a child's Individualized Education Program. An IEP team member may fill more than one of the team positions if properly qualified and designated. For example, the school system representative may also be the person who can interpret the child's evaluation results.

Each team member brings important information to the IEP meeting. Members share their information and work together to write the child's Individualized Education Program. Each person's information adds to the team's understanding of the child and what services the child needs.

Implementing the IEP

Once the IEP is written, it is time to carry it out—in other words, to provide the student with the special education and related services as listed in the IEP. This includes all supplementary aids and services and program modifications that the IEP team has identified as necessary for the student to advance appropriately toward his or her IEP goals, to be involved in and progress in the general curriculum, and participate in other school activities.

Every individual involved in providing services to the student should know and understand his or her responsibilities for carrying out the IEP. This will help ensure that the student receives the services that have been planned, including the specific modifications and accommodations the IEP team has identified as necessary.

Teamwork plays an important part in carrying out the IEP. Many professionals are likely to be involved in providing services and supports to the student. Sharing expertise and insights can help make everyone's job a lot easier and can certainly improve results for students with disabilities.

Communication between home and school is also important. Parents can share information about what is happening at home and build upon what the child is learning at school. If the child is having difficulty at school, parents may be able to offer insight or help the school explore possible reasons as well as possible solutions.

Reviewing and Revising the IEP

The IEP team must review the child's IEP at least once a year. One purpose of this review is to see whether the child is achieving his or her annual goals. The team must revise the child's individualized education program, if necessary, to address:

1. The child's progress or lack of expected progress toward the annual goals and in the general curriculum;
2. Information gathered through any reevaluation of the child;
3. Information about the child that the parents share;

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4. Information about the child that the school shares (for example, insights from the teacher based on his or her observation of the child or the child's class work);
5. The child's anticipated needs; or
6. Other matters.

Although the IDEA requires this IEP review at least once a year, in fact the team may review and revise the IEP more often. Either the parents or the school can ask to hold an IEP meeting to revise the child's IEP. For example, the child may not be making progress toward his or her IEP goals, and his or her teacher or parents may become concerned. On the other hand, the child may have met most or all of the goals in the IEP, and new ones need to be written. In either case, the IEP team would meet to revise the IEP.

SECTION IX
SIT INFORMATION



SIT PROCEDURES

Educators, parents, and community leaders are concerned about students experiencing learning and behavior problems. Although educators and families can meet the needs of many students, there are situations where assistance is needed. The goal of Student Improvement Teams is to expand the use of various resources and expertise in schools and communities to individually address student needs.

SIT Belief Statement: Educators, community members, parents, and students can generate much higher levels of student achievement – **can virtually eliminate school failure** – by connecting with students and coordinating the resources they need to succeed.

With these goals and beliefs in mind, the following procedures have been established for Attica USD 511:

1. Fill out Request for Assistance Form and submit it to Mr. Piper.
2. Mr. Piper will give the request to the Team Coordinator.
3. The Data/Evaluation Coordinator (Mrs. Gayle Hornbeck) and the Team Coordinator will:
 - a. Assign the Team
 - b. Set the Meeting Date
 - c. Notify the Team and send out Request for Information Form.
 - d. Notify Mr. Piper to contact parents concerning meeting date.
4. Teachers will complete the Request for Information Form and return it to the Data/Evaluation Coordinator (Mrs. Gayle Hornbeck):
5. All SIT meetings will be held on Fridays at 7:30 a.m. (as much as possible) and will follow the established timeline and format. The Team Facilitator (Mrs. June Gerber, district school psychologist) will maintain/facilitate the agenda and timeline of the meetings.

SIT MEETING TIMELINE:

7:30 – 7:34 a.m.	-	Introduction, Assets, Concerns
7:35 – 7:37 a.m.	-	Define Major Concern
7:37 – 7:40 a.m.	-	Brainstorm Hypothesis
7:40 – 7:50 a.m.	-	Brainstorm Interventions
7:50 – 7:58 a.m.	-	Select Interventions, Expected Outcome, & How to Monitor
7:58 – 8:00 a.m.	-	Set Next Meeting

Attica School
SIT

REQUEST FOR ASSISTANCE FORM

Request must be based upon behaviors or academic performance that you have actually observed. As a rule, isolated instances of poor/unsatisfactory or outstanding performance will not be grounds for referring a student to the Student Improvement Team. However, when there is a pattern of behavior or academic failure, request for assistance is appropriate. In addition, requests for assistance may be made for those students who demonstrate outstanding academic performance and may need enrichment.

Student: _____ Grade: _____

Date of Request: _____ Requested by: _____

Request is being made because: (Please check, if applicable)

- | | |
|--|---|
| <input type="checkbox"/> Inappropriate behavior in classroom | <input type="checkbox"/> Withdrawn and/or isolated |
| <input type="checkbox"/> Medical/health concerns | <input type="checkbox"/> Possible illegal activities |
| <input type="checkbox"/> Tardiness/absenteeism | <input type="checkbox"/> Disrupts others in classroom |
| <input type="checkbox"/> Possible alcohol/drug use | <input type="checkbox"/> Fighting |
| <input type="checkbox"/> Disrespectful to teachers/students | <input type="checkbox"/> High academic performance |
| <input type="checkbox"/> Failure to achieve grade level outcomes | <input type="checkbox"/> Highly curious |
| <input type="checkbox"/> Missing assignments | <input type="checkbox"/> Highly creative |
| <input type="checkbox"/> Angry outbursts in school setting | <input type="checkbox"/> Exceeds grade level outcomes |
| <input type="checkbox"/> Poor written or oral comprehension | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Articulation errors | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Poor at following directions | <input type="checkbox"/> Other _____ |

Please provide specific concerns regarding this request: (use back if necessary)

Please identify student strengths:

What actions have you already taken?

Please return to **Mr. Piper**. He will then forward it to

Attica School
SIT

REQUEST FOR INFORMATION FORM

The Student Improvement Team (SIT) is designed to problem solve with a group of people whose experiences and backgrounds are varied in order to find the best possible interventions for problems the teacher and parents have been working on. As a parent or teacher your contributions are extremely important. To better prepare you to problem solve with the team, the following is the intended agenda for the SIT meeting. Please jot down you ideas and return the completed form to Mrs. Barbara Fitch by _____.

Student: _____ Grade: _____ Date: _____

Teacher/Parent: _____ Initial Meeting Date, Time & Place: _____

1. Review and list the student's assets at home and at school.

2. Review and list the student concerns at home and at school.

3. Define the specific concern/problem to be addressed as the difference between what is expected and what is occurring.

4. List possible reasons why the problem exists.

5. List the expected outcome.

6. List some possible interventions. Some ideas are: (list at least 2)

7. List ways to monitor the above interventions and/or ideas and how one would know if the outcomes are achieved.

Please return to Mrs. Gayle Hornbeck by _____

Attica School **STUDENT INTERVENTION PLAN**

Student: _____ Date of Referral _____ Date of Plan _____

Teacher: _____ Grade: _____

DOB: _____

Strengths and Problem Identification (7:30 – 7:35 am)

Assets:

Concern:

(7:35 – 7:37 am)

What is the specific concern selected for intervention?" _____

Most students are:

This student is:

Problem Analysis (Remember: Instruction, Curriculum, Environment, Learner) (7:37 – 7:40 am)

"We think _____ is occurring because _____."

Possible Hypothesis: (7:40 – 7:50 am)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Select the most plausible hypotheses. What, if any, actions are needed prior to intervention?		
ACTION	PERSON RESPONSIBLE	BY WHEN
STRATEGIES/INTERVENTIONS (7:50- 7:58 am) Hypothesis # ____ 1. 2. 3. 4.	WHO/WHEN	PLAN MONITORS
Hypothesis # ____ 1. 2. 3. 4.		
Hypothesis # ____ 1. 2. 3. 4.		

Circle interventions selected.

Expected Outcome

Based on current student performance and peer performance, in _____ weeks, how will this student look? What will the student be doing?

How will we monitor this outcome? (what/who/how often)

Next Meeting Date: _____ (7:58-8:00 a.m.)



DATE: _____

Action 1: Look at graphed progress monitoring data.

Team Determination: Is the student making adequate progress? _____ yes _____ no.

Team Discussion: Data interpretation . . . what does this lead us to believe about intervention effectiveness?

Action 2: Ask or summarize the teacher/student/family perception of progress.

Team Determination: Is the student making adequate progress? _____ yes _____ no.

Team Discussion: What does and does not appear to be working with this intervention?

Action 3: Based on Actions 1 and 2, if Team determines that progress is adequate:

Make sure plan reflects what is being done.

Revisit: Continue as is? _____

Modify Supports? _____

Modify Monitoring? _____

If team determines that progress is not adequate:

- Insure that intervention is implemented as planned
- If it was not, determine why and adjust plan accordingly
- If is was, reaffirm hypothesis and

_____ Select new intervention or _____ Adjust current intervention

Team Recommendation _____ End _____ Maintain

_____ Revise _____ / _____ / _____ Follow – up Date

CHANGES TO INTERVENTION PLAN:

(1)

(2)

(3)

WHO/WHEN

(1)

(2)

(3)

CHANGES TO EXPECTED OUTCOMES:

CHANGES TO MONITORING PLAN:

SECTION X

**QUALITY PERFORMANCE
ACCREDITATION**

Quality Performance Accreditation (QPA)

QPA: Attica USD 511, both Puls Elementary and Jr/Sr High school, are in their 3rd QPA cycle. The Cycle 3 on-site visit was conducted in February of 2004 and the accreditation visit will be in 2007. Copies of the yearly updates of the school's profiles, school improvement plan (SIP) and results-based staff development (RBSD) are provided each year to every faculty member. The recommendations from both the 2nd Cycle Accreditation visit and the 3rd Cycle on-site visit are also provided. The following information will assist new teachers in being successful with QPA; however, do not hesitate to contact the district QPA chairperson for assistance or further information.

Elementary

Targeted areas: The three targeted areas in the elementary are math, reading, and writing. Each of these has strategies, procedures to document the use of these strategies, and assessment practices.

Math: In math, the strategies include PUPS integrated problem solving and graphic organizers. Attica USD 511 district's mascots are the bulldog (Abner) at the high school level and the bullpups at the junior high level. Following the mascot theme, Attica Puls Elementary uses the acronym PUPS to correlate with the junior/senior high school's ABNER problem solving strategy. [**P** = What's the **P**roblem?, **U** = Understand the facts., **P** = **P**lan and solve., **S** = Does your answer make **S**ense?] Using the PUPS model develops a process approach to problem solving. Students build reasoning skills and are able to explain their thinking. According to NCTM, "When students experience success in solving problems, they gain confidence in doing mathematics and develop persevering and inquiring minds." A model similar to the PUPS problem-solving model is a major structure built into the adopted Scott Foresman math series; therefore, all students are involved in its use throughout the school year.

Graphic organizers are also used in mathematics. Graphic organizers such as Venn diagrams, hierarchies, tree diagrams, two-column proofs, flowcharts, and the like always have been useful and important in the study of mathematics. Graphic organizers convert complex and messy information collections into meaningful displays. They compress, focus, and make interpretation, understanding, and insight much easier.

To support and reinforce these strategies, each nine weeks every teacher is responsible for incorporating the problem-solving strategy in at least one specific activity. Problem solving activities are taught and implemented into all curriculum areas with specific grade level activities occurring at least once a nine weeks. This allows students to learn and use strategies for solving problems in many different contexts.

Each teacher will also have one activity a nine weeks that specifically focuses on using graphic organizers. Other math related activities include the chapter tests and the cumulative test provided by the textbook series. The cumulative tests are kept in students' portfolios and passed to the next grade level teacher. Each teacher is also required to have a "peer observation" of the PUPS strategy at least twice a year.

In the 2003-2004 school year, ADD booklets were added to the mathematics curriculum as daily warm-ups and practice. Each class is provided consumable booklets for student use and a teacher's guide.

Reading: Reading strategies include Reading Renaissance, Word Attack & *Johnny Can Spell*, and graphic organizers.

Reading Renaissance includes the Accelerated Reader (AR); Read to, With, Independently (TWI); Motivate, Instruct, Monitor, Intervene (MIMI); and STAR vocabulary development testing. Each student is assigned a reading goal for AR at the beginning of the year. Benchmarks for this goal are established by nine weeks. A thirty minute sustained reading period is built into the daily schedule. Students must also maintain reading logs. The STAR test must be administered at least twice a year; at the beginning of the year and at the end of the year. A winter testing is also recommended.

Word attack strategies include both phonemic awareness instruction and systematic, explicit phonics instruction. Kindergarten and first grade concentrate on phonemic awareness activities at the beginning levels of reading, which stress beginning, ending, and middle sounds but also involve the manipulation of sounds. As skills develop, students graduate to letter manipulation, rhyming words, and word families. Phonemic awareness and systematic phonics instruction is continued in the second through sixth grades

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with The Johnny Can Spell program. The Johnny Can Spell program, based upon Romalda Spalding's The Writing Road to Reading and Dr. Samuel Orton's research, is a systematic, explicit phonics program. This program teaches all seventy phonograms using multi-sensory practice strategies. Students quickly identify all phonograms and select the appropriate sound when encountering unfamiliar words. Students learn decoding rules, syllabication, and prefix and suffix rules. Johnny Can Spell enables vocabulary instruction and fosters a high level of ongoing word consciousness in classrooms. Teachers also provide practice reading in decodable text and comprehension instruction through the adopted Scott Foresman Celebrate Reading series, which provides the use of interesting stories to structure an overall balanced reading program. Both the Johnny Can Spell program and the adopted reading series provide means for assessment. Teachers should administer the Selection Tests and The Anthology Tests. The results page of the Anthology Tests is placed in student portfolios and passed to the next grade level teacher.

The use of graphic organizers is a strategy incorporated across the curriculum. Graphic organizers in reading include mind maps, webs, chains/flowcharts, Venn diagrams, sequential thinking models, storyboards, etc. Graphic organizers convert complex and messy information collections into meaningful displays. They compress, focus, and make interpretation, understanding, and insight much easier.

Peer observations in reading must be done on the Word Attack and Graphic Organizer strategies, at least twice a year on each.

Writing: Writing strategies include the 6-Trait Writing Model, reflective writing, the use of technology, and graphic organizers.

Teachers use a building block approach to teach the traits with areas of concentration as follows: K-1 = Ideas and Content, 2nd = Organization, 3rd = Voice, 4th = Word Choice, 5th = Sentence Fluency, and 6th = Conventions. Teachers use the same topics for the fall and spring writing samples. Two readers must grade the fall and spring writing samples. These samples are also placed in the student's portfolio and passed on to the next teacher.

Reflective writing is also used when students do their individual logs for Reading Renaissance.

The use of graphic organizers is a strategy incorporated across the curriculum. Graphic organizers in reading include mind maps, webs, chains/flowcharts, Venn diagrams, sequential thinking models, storyboards, etc. Graphic organizers convert complex and messy information collections into meaningful displays. They compress, focus, and make interpretation, understanding, and insight much easier.

Attica USD 511 has begun a new Technology Initiative that allows for more computer access for all students. The district has invested funds that purchased wiring, hardware, software and other technology related devices. All staff members were given additional computer training as well as professional development in integrating technology in all curricular areas. Numerous studies report positive results for increased student achievement in all academic areas with the use of technology in instruction, project-based tasks, and real-world applications. Students are allowed the use of computers on their 6-Trait writing assignments.

Jr/Sr High School

Targeted Areas: The three targeted areas in the Jr/Sr High school are math, reading, and writing. Each of these has strategies, procedures to document the use of these strategies, and assessment practices.

Math: In math, the strategies include ABNER integrated problem solving and graphic organizers. Attica USD 511 district's mascots are the bulldog (Abner) at the high school level and the bullpups at the junior high level. Following the mascot theme, Attica Jr/Sr high school uses the acronym ABNER for the problem-solving strategy. [**A** = Ask "What is the problem?", **B** = Brainstorm the options., **N** = Name your plan., **E** = Execute your plan., **R** = Review and Report your conclusions.] An ABNER is assigned to the students each semester. The results are kept in a file in the District Office. Students realize they make ABNER decisions when they read, analyze, and solve many types of problems.

The use of graphic organizers is also a strategy applied to mathematics and across the curriculum. Graphic organizers such as Venn diagrams, hierarchies, tree diagrams, two-column proofs, flowcharts, and the like always have been useful and important in the study of mathematics. Graphic organizers convert complex

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and messy information collections into meaningful displays. They compress, focus, and make interpretation, understanding, and insight much easier.

Reading: The strategies incorporated for reading at the Jr/Sr high school include Reading Renaissance and graphic organizers.

Reading Renaissance includes the Accelerated Reader (AR); Read to , With, Independently (TWI); Motivate, Instruct, Monitor, Intervene (MIMI); and STAR vocabulary development testing. Each student is assigned a reading goal for AR at the beginning of the year. Benchmarks for this goal are established by nine weeks and calculated as 10% of the English nine weeks grade. A thirty minute sustained reading period is built into the daily schedule. During this period, teachers are to model the silent reading. Students are also to maintain reading logs that are filed in the office. The STAR test should be administered at least twice a year; at the beginning of the year and at the end of the year and is incorporated into the English classes. A winter testing is also recommended.

The use of graphic organizers is a strategy incorporated across the curriculum. Graphic organizers in reading include mind maps, webs, chains/flowcharts, Venn diagrams, sequential thinking models, storyboards, etc. Graphic organizers convert complex and messy information collections into meaningful displays. They compress, focus, and make interpretation, understanding, and insight much easier.

Writing: Writing strategies include the 6-Trait Writing Model, reflective writing, the use of technology, and graphic organizers.

The 6-Trait Writing Model is made up of the following traits: Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Each curriculum area assigns one 6-Trait writing assignment every nine weeks. Teachers use the same topics for the fall and spring writing samples. Two readers must grade the fall and spring writing samples. These samples are kept on file in the office.

Reflective writing is also used in student Renaissance Logs and in the English department where each student must keep a journal in which they reflect upon the specific famous quote given each day by the instructor.

The use of graphic organizers is a strategy incorporated across the curriculum. Graphic organizers in reading include mind maps, webs, chains/flowcharts, Venn diagrams, sequential thinking models, storyboards, etc. Graphic organizers convert complex and messy information collections into meaningful displays. They compress, focus, and make interpretation, understanding, and insight much easier.

Attica USD 511 has begun a new Technology Initiative that allows for more computer access for all students. The district has invested funds that purchased wiring, hardware, software and other technology related devices. All staff members were given additional computer training as well as professional development in integrating technology in all curricular areas. Numerous studies report positive results for increased student achievement in all academic areas with the use of technology in instruction, project-based tasks, and real-world applications. Students are allowed the use of computers on their 6-Trait writing assignments.

SECTION X
WHY WE TEACH

TODAY

Outside my window, a new day I see,
And only I can determine
What kind of day it will be.

It can be busy and sunny, laughing and gay,
Or boring and cold, unhappy and grey.

My own state of mind is the determining key,
For I am only the person I let myself be.

I can be thoughtful and do all I can to help,
Or be selfish and think just of myself.

I can enjoy what I do and make it seem fun,
Or gripe and complain and make it hard on someone.

I can be patient with those who may not understand,
Or belittle and hurt them as much as I can.

But I have faith in myself, and believe what I say,
And I personally intend to make the best of each day.

LET IT BEGIN

The world's a disgrace and a terrible place,
Or at least say the prophets of doom.
With fear all around and no peace to be found,
It's a landscape of darkness and gloom.

There's hunger and doubt, and who cares about
All the suffering, trial and pain;
And there seems not a place in the whole human race
Where a soul can be happy again.

But that's not for me, for I can't help but see,
With the dawning of each brand new day,
That there's hope in the smile of every child,
And I just can't help who'll make tomorrow run.

So I pray that I'll reach every child I teach
With the finest that mankind can give,
And install in these youth a love for the truth
Which will serve them wherever they live.

Let me teach them to know understanding and show
A respect for each person they see;
Let me teach them as they will teach others some day
And let it begin with me!

WHY TEACH?

They ask me why I teach, and I reply:
"Where could I find more splendid company?"

There sits a statesman,
Strong, unbiased, wise,
Another Webster,
Silver-tongued,
And there a doctor
Whose quick, steady hand
Can mend a bone,
Or stem a lifeblood's flow.
A builder sits beside him –
Upward rise

The arches of a church he builds, wherein
That minister will speak the word of God,
And lead a stumbling sole to touch the Christ.

And all about a less gathering
Of farmers, merchants, teachers,
Laborers, men

Who work with man and vote and build
And plan and pray
Into a great tomorrow.

And I say,

"I may not see the church,
Or hear the words,

Or eat the food their hands will grow
And yet...I may,

And later I may say,

"I knew the lad,

And he was strong;

Or weak, of kind, or proud,

Or bold,

I knew him once.

But then he was a boy."

They ask me why I teach, and I reply,
"Where could I find more splendid company!"

TOUGH DAYS

Some days are tougher
Than others.
Cakes drop instead of rise.
Paint runs instead of dries.
And even the vultures
Can't find a carcass.

You'd catch a train and
Run away,
But trains don't run
On time (or at all).

Some days are tougher
Than others.
Your belt is in its last notch (or its first),
You lost your car keys,
And junior spilled cereal

On your report.

You would quit your job
In a huff,
But the boss got sick
And didn't come in.

Some days are tougher
Than others.
You got a bill for cat food
And you don't own a cat.
The Latin club Mothers
Want you to bake brownies
For 128.
And you found a "magazine"
Under you son's pillow.

You want to resign
From the human race,
But you can't find anyone
To accept your resignation.

Fortunately, every day has
An end
And every morning has
A beginning.

Each morning brings its own hope.
Each dawn offers a new life.
Each sunrise invites us to start
All over again.

Every day God greets us
At the bathroom mirror
And says,
"Let's start all over again."
Isn't it strange that princes and kings
And clowns who caper n sawdust rings
And common folks like you and me
Are destined for eternity.

To each is given a bag of tools
A shapeless mass and a book of rules
And each must build ere the day is gone
A stumbling block or a stepping stone.

Facimile

The building has one FAX machine and located in the board room. Please remain at the FAX machine until you know your transmission has gone through.

Student Absences and Tardies

(A more complete statement is made in the student handbook)

Tardies

An unexcused tardy occurs when a student is late to school or to a class without a written excuse from the office or from another teacher.

A CLASSROOM OF GOLD

'Twas the first day of school
And all through the rows.
Not a creature was stirring,
Everything tucked neatly in individual cubbyholes.

The tardy bell rang,
Though pointless to hear.
The pencils were sharpened,
And the lessons were clear.

Task lists were prepared
In new Crayola planners.
Not a problem arose,
Due to politeness and manners.

Name tags and seating charts
To keep things in line,
With helpers and monitors,
Doesn't it all look so fine!

With clipboards and checklists,
A gold learner's dream!
All around the classroom,
Only order was seen.

If you ever wanted to see a class organized to a "T"
One that's efficient, effective and fine,
Then forget your color and visit mine.

However, some things might not there be,
Such as critical thinking and creativity.
So, if you want a classroom that's truly best,
Expand your vision to include the rest.

Green is needed for its knowledge base.
Gold will help us all save face.
Orange makes everyone happy to be there,
And blue is the glue, because we all care.

Isn't it neat to all have a place,
As we help students enter life's race?
Knowing that eventually they'll all be fine,
Because all colors are important – yours and mine.

Unexcused Absences

Unexcused absences are those absences that are not listed in the definition “excused absences” in the Parent/Student Handbook. A student missing school due to an unexcused absence will receive a zero for a grade in each class missed. A teacher may ask the student to complete the missed assignment to check for knowledge and understanding.

Messages to Teachers

Generally speaking, messages to teachers will be handled via email so you may want to check it frequently. Emergencies will be handled as such.

Messages to Students

It is our intention that messages to students be held to a minimum. However, situations do arise when students must be contacted during class time. Messages are to be delivered to the teacher and the teacher will deliver them to the student.

Student Telephone Use

Please do not let students out of the classroom to use the telephone. Students are only allowed to use the phone before school, during lunch, and after school; unless it is an emergency. If it is necessary that a student use the phone, he/she must obtain permission from administration.

Mail

Mail is picked up M – F between 9:00 and 9:30 a.m.

Outgoing mail is to be placed in the wire basket located in the Board Clerk’s office.

Large packages must be mailed from Dark Oil located on Main Street.

The district provides postage for school business only.

Teacher mail may be picked up from their mailbox. The name is below the slot.