

ELEMENTARY FACULTY HANDBOOK

2024-2025



HAWLEY PUBLIC SCHOOLS

The mission of Hawley Public Schools is to prepare students for the challenges and opportunities of tomorrow

School Board Approved August 26, 2024

DAILY CONTRACTED HOURS:

Teachers are expected to be on time and prepared for the day beginning at 8:00 a.m. unless a meeting has been scheduled at an earlier time. The school day ends at 3:45 p.m. except on Friday (or the last school day of the week) when the day ends at 3:15 p.m.

LUNCH LINES:

Teachers are expected to supervise the lunch line with their class until all are seated. Please assist with lunchroom/hallway behaviors as needed. Upper elementary teachers should be in the hallway supervising behavior until the last student has been served.

PRINTING/COPYING:

Teachers are expected to use discretion when printing and making photocopies, especially color prints. **Be aware of student printing** in efforts to curb wasteful copies/prints. There are way too many student user accounts with unnecessary color prints. Color copies are expensive! When possible send all items to be printed to the copy machine. This will be monitored throughout the year.

EMERGENCY DRILLS:

We will have several emergency drills during the school year. Please review your exit and procedures located on your classroom clipboards and red buckets before the first day of school this year. Inform your students of the evacuation routes and procedures of these drills.

FACULTY ANNOUNCEMENTS:

You will receive daily announcements as well as a weekly staff newsletter via email. The daily announcements will be on your email around 9:00 a.m. and the weekly newsletter will be emailed each week.

COMMUNICATIONS TO PARENTS:

We will utilize the district alert system through JMC when providing announcements when necessary. The youngest or only child in the family will deliver written correspondence home. Teachers may use the **Remind App** for classroom communication.

HOMEWORK GUIDELINES:

This homework policy has been formulated to provide guidelines for teachers, students, and parents.

Kindergarten: At this level the teachers may request certain materials from home such as pictures, records, etc., to encourage participation and responsibility.

Grades 1 – 3: At these levels, classes and/or individuals that show desire or need for homework may be given assignments. Homework will most often constitute voluntary projects and reading along with some math.

Grade 4: Homework may be given 2 – 4 nights per week along with AR. The number of assignments will be determined by the length of time needed for each assignment.

Grade 5: Homework may be given 3 – 4 nights per week along with AR. The number of assignments will be determined by the length of time needed for each assignment.

Grade 6: Homework may be given 4-5 nights per week in addition to AR. The number of assignments will be determined by the length of time needed for each assignment. Homework will assume different forms--- simple gathering of materials, studying and reading, and formal written work.

STORM ANNOUNCEMENTS:

In the event inclement weather causes a delay in opening school, the district will utilize the JMC Alert System to announce closing for the day, or early dismissal. Announcements will be made over radio stations that are a part of Midwest Communications. They will also be broadcast on all local television stations. Make sure your information is current in the JMC system by confirming it with the office.

For early dismissal due to weather, we will have two teams. One team will stay until buses return to the bus garage while the other team is able to leave early. These teams will rotate if there is another early dismissal

SUBSTITUTE TEACHERS:

For a substitute to go into a room and do a good job, they must have information on the classroom routine and teaching materials and projects underway. Please note carefully the following items that must be with your lesson plans for use by the substitute. Substitute teachers are vital to the fluid operation of a school and we must provide them with the opportunity to be successful.

- An up-to-date seating chart.
- Lessons listed along with the books to be used.

- A statement regarding lunch procedure.
- If you make use of student helpers in any way, a statement should make such procedure clear to the substitute.
- An up-to-date schedule of all specialist teachers in the rooms and/or students who leave for special help and the time.
- Emergency Procedures (Fire, Severe Weather, ALICE)

BUS PASSES:

Children riding a school bus anywhere other than home must secure a bus pass from the school office. Parental permission in the form of a signed note or phone call must be presented prior to the issuance of a bus pass. If the school does not receive a note or a call, the child will be sent home in their usual way. Passes may not be allowed at all due to the capacity of the bus and the safety of all children. If there are any questions or concerns from parents, have them contact the office.

TORNADO DRILLS:

Tornado Safe Areas:

Keep children away from glass and plexiglass.

- Have the children sit with their backs against the wall with their knees drawn up, and head between their knees and hands.

2nd Grade/Music Wing:

- North Boys Bathroom – Oothoudt (169)
- Workroom (172)--Hokanson (168)
- North Girls Bathroom – Cook (167), Zach (166),
- Media Center—Vetter (165), Media Center (136), Roppe (164), Hansen (162), Klingfus (175), Meyer (174)

3rd Grade Rooms:

- Nurse's Office (146) -- Martin (150), Lyngaas (148)
- Para Room – D. Thompson (149)
- Para Room – Christenson (147)

1st Grade Wing:

- Boys Bathroom – Carlson (142)
- Girls Bathroom – DeCann (141)

- Computer Lab/Beau Lofgren — Southwest corner of computer lab walls (140)
- Sped (130)— Ben Lofgren (125), Sped (130)
- Computer Lab (140)—Fresonke (144)
- Sped (127)--Koenig (143) Sped (127)

West Wing 4th and 5th Grade:

- Media Center (136) –Tjaden (161), Wollin (160), Johnson (158)
- Teacher's Lounge (106)—McEvers (155), A. Thompson (154)
- Staff Bathrooms – Sandahl (157)

Kindergarten Wing:

- Room 127 ECSE—Johnson (120)
- K Storage Rm 118(B)—Langerud (118), Haugen (119) overflow into classroom restrooms.
- OT/PT Room 132—Johnson (120), Underdahl (122)
- Sped (130)—Sped (130), Pederson (123)

Main Entrance Wing:

- Teacher's Lounge 106 – Office Staff (100), Teacher's Lounge (106)
- Room (137), Lee (135), & Helgeson (133) stay in office area
- Locker Rooms (189 & 190)—Smith Gym Classes (185 & 191) Birchem Gym Classes (185 & 191)

HIGH SCHOOL CONTESTS:

Please talk to your students about behavior at volleyball, football, and basketball games. Once the contest starts, students should stay seated until there is a break in the action. Students in Grades K – 3, must be accompanied by an adult at football and basketball games. **Remind the students to not bring footballs to the football games as they are not allowed to play and must watch the game.**

PARENT CONTACT:

With our discipline plan, there should be a great deal of contact with parents of children with problems. If a child is having a problem with schoolwork or discipline issues...be sure to contact them early **before** parent-teacher conferences. ***Positive messages are always encouraged as well!***

NEW STUDENTS:

Assign new students a “buddy” for their first two weeks in our school.

STUDENT BOOKS:

Number all of your books and have each student write their name in pencil inside their books if possible. If the students lose their books, they will be required to pay for them. The office will assist in any collection that is a problem.

STUDENT ATTENDANCE:

Daily attendance must be marked once per day on the JMC system by 8:30 A.M. **This MUST be done daily. If there are any changes throughout the day, let the office know. 5th and 6th teachers will take attendance by 9:00 and students are back from band lessons.**

A student is considered present one-half day if he/she is in school any part of that half-day. (11:25 is mid-day)

Students are to be recorded as tardy if arriving after 8:25 a.m.

If a student leaves for the day or part of the day, report this to the office immediately.

Please send any notes/emails about absences from parents to the office. If a parent calls, please note that on the attendance form.

Reasons for absence such as illness, medical appointments, etc., are considered excused absences. Absences other than for these reasons, such as vacation trips will be classified as “unexcused” unless prior arrangements have been made with the principal.

CORPORAL PUNISHMENT LAW:

Section I. (127.45) (CORPORAL PUNISHMENT PROHIBITED)

Definition: For the purpose of this section, “corporal punishment” means conduct involving: (1) hitting or spanking a person with or without an object; or (2) unreasonable physical force that causes bodily harm or substantial emotional harm. Prohibition: An employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

Do not touch students when you are disciplining them. If a child needs to be removed from an area, please notify the office and I will come to your room. If I am not around, remove the other students from the room and contact other members of the crisis team (or case manager if applicable).

USE OF SCHOOL FACILITIES:

ALL scheduling of school facilities will go through Brett Mayer Schmit.

PARENT-TEACHER CONFERENCES:

Parent-teacher conferences are held before school and in the fall and spring each year. This contact gives parents and teachers an opportunity to discuss each child's growth and plan cooperatively to meet the individual child's needs. Parents are encouraged to ask for additional conferences at any time. Conferences usually result in a better understanding and an improved relationship between home and school.

We encourage all parents to contact the school whenever a question arises concerning the educational concerns of their child. The more open the lines of communication between the school and home, the greater the information we have in school to work with the children. Parents also become better informed and are more understanding of the school's objectives.

HALL DUTY:

Please be at your door outside your classroom when the children arrive in the morning and after recess. We no longer have a door duty schedule, as the doors now open and lock automatically. However, it is expected that all staff be out of their room by their classroom door or in the hallway near their classroom at 8:15 A.M to supervise students as they transition to their classroom. The halls are everyone's responsibility and it is important to greet the children. **Doors will lock automatically at certain times. All people coming to the school after these times will need to use the main door and check in at the office.**

REMINDER NOTES:

- When students are working independently, be up and checking for understanding and answering questions.
- CONFIDENTIALITY, CONFIDENTIALITY, CONFIDENTIALITY! Do NOT talk about students unless it is for educational purposes.
- Teach from your feet, not your seat!

- I appreciate the excellent modeling of appropriate dress by our elementary team. During the sports season printed sweatshirts are appropriate for the day of the contest. ***Jeans are only to be worn on Friday with Nugget apparel.***
- Look, Act, and Be Professional!!
- Physical education and music students should not be excused from their classes any more than they are excused from mathematics or other classes. Exclusion from phy. ed. or music should not be used as a punishment by the classroom teacher.
- **Please do not use your personal cell phone when you have students in class unless it is an emergency.** If there is such an event, please inform the principal. This includes personal calls and texting. Set a good example!

SPECIAL AREA CLASSES:

Supervise your students to and from these classes. Library, computer, music, and physical education schedules have been designed to fit together with all other portions of our school program. Please see that the students are on time to and from these classes. Deliver your class to the special area site and be sure to pick them up punctually following their instructional time.

Time is needed between classes, so please observe your ending time for your class.

Every effort should be made to schedule all special education classes so the student will not miss music or phy. ed. with their classmates.

FIRE DRILL PROCEDURES:

Basic Requirements and Procedures:

- ☐ All students and teachers must leave the building during each fire drill and anytime an alarm sounds unless otherwise directed.
- ☐ Each teacher must lead the way for his/her class. Close windows, turn off lights, and close doors on your way out of the building.

- ☐ Take your children away from the school far enough to be clear of any fire-fighting equipment that may be required. (State Law is 100 ft.)
- ☐ The lines must remain orderly and well organized, both inside and outside the building.
Students must hurry, but never allow running.
- ☐ All teachers should become aware of the location of the fire alarm boxes and know how to turn in (report) an alarm. Directions are given on each fire alarm box and are self-explanatory.
- ☐ Our **FIRE DEPARTMENT** phone number is **911**. In case of fire, Kami (or someone in the office) will call the Fire Department.
- ☐ Follow the evacuation routes as follows:

FIRE EXITS: In the event of a fire alarm, you should lead your class out the following exits:
(Have the last student close the door.)

Second Grade and Music Wing: North Exit (Door 8)

Meyer (174), Klingfus (175), Workroom (172), Oothoudt (169), Hokenson (168), Cook (167), Zach (166), Vetter (165), Roppe (164), Hansen (162)

Third Grade and West Wing Classrooms: South Exit (Door 6)

Lyngaas (148), Martin (150), Christenson (147), D. Thompson (149), A. Thompson (154), McEvers (155), Workroom (146), Workroom (145)

North West Wing Classrooms: North Exit (Door 7)

Wollin (160), Tjaden (161), Johnson (158), Sandahl (157), Workroom (159)

First Grade Wing: Southwest Exit (Door 5)

Fresonke (144), Koenig (143), Carlson (142), DeCann (141), Ben Lofgren (125), Pederson (123), DeCann (148), South Computer Lab (140), Balken (124)

Kindergarten & Special Ed Wing: Southeast Exit (Door 2)

Langerud (118), Haugen (119), Johnson (120), Underdahl (122), Backlund (130), Thronson (127), Hanson (131), ECSE (116), Preschool (113), Stoa (114), Beau Lofgren (115), Office (126), Office (128), Office (129)

Main Entrance Wing: Main East Exit (Door 1)

Office Area (100 rooms), Cooks (178), Faculty Lounge (106), Ramberg (133), Lee (135), Media Center (136), O.T. (112), Cafeteria (177) Workroom (137)

Northeast Exit (Door 11 or Door 13)

Large Gym/Fieldhouse (185 & 191), Fitness Center (201)

****When you arrive at your safe location away from the building, count your students to make sure everyone is out of the building. Move to the football fence to the north, the school property line to the west, on the south side of the concrete slab to the south, and across the street to the tennis court area to the east. If an exit is blocked, talk to your students about an alternate exit.**

STUDENT ILLNESS:

Since we have a full time school nurse on staff, she (or the office in case of the nurse's absence) will be contacting the parent or guardian to come and pick up a child that is ill.

FACULTY ILLNESS:

If you are ill and need a substitute, would you call Kami at **(701) 238-9798** the night before **prior to 9:00pm** or in the morning anytime after **5:30am**. **If you text, you can text anytime.** If you cannot get a hold of Kami, please call/text Chris at 218-289-4330 (cell) or 483-4635 (school) before 7:00 a.m. **You must get in contact with one of us. DO NOT LEAVE A MESSAGE ON KAMI'S SCHOOL VOICEMAIL!**

TELEPHONE:

You may use the school phones for school business or personal use but calls received during the school day will be forwarded to your voicemail. Please be sure to have your voicemail set up and check it at the end of the day for any messages that may have been given for students' arrangements after school.

CARE OF FACILITIES AND MATERIALS:

Extreme care should be made to maintain our rooms, furniture, equipment, materials and supplies.

DESKS/TABLES: The major causes of broken desks are filling them too full and trying to close them, marring the finish by gouging with pencils, or other sharp objects, and sitting on the

desktop instead of the seat provided. Do not clean the tops of desks or counters with an abrasive cleanser.

BOOKS: Instruct students in the proper care of books. Keep an accounting of textbooks students take home and make them accountable for their return.

PROMOTION OF SCHOOL:

We would like to encourage you to take pictures for the Hawley Herald. If your class is doing a special project or special events, notify Katelyn Zacher for any announcements and classroom pictures/happenings to be used on our social media platforms. Katelyn will also submit these articles and events to the Hawley Herald.

STUDENT PARTIES:

Parties may occur at Halloween, Christmas, Valentine's Day, and Trimester AR rewards. These should be limited to a reasonable amount of time during the school day. Please be sensitive to the religious and financial situations of all families.

ACCIDENTS:

All accidents occurring in physical education or any other activity under the teacher's supervision must be reported to the principal's office. A special form is used for reporting the details of the accident. Teachers and paras should also fill out a report if there are accidents in the hallways or on school grounds even though the student may not be under your direct supervision.

HALL DISCIPLINE:

Everyone is expected to help with school discipline. We expect our children to show respect for all adults and to demonstrate good behavior on the playground, lunchroom, and halls. If you see a child breaking school rules, please talk to the student and fill out a discipline report on Educlimber or talk to the classroom teacher so they can go on to the next step.

Don't just ignore issues, even if they are not your classroom students.

Any students that are fighting or endangering the safety of other students or adults should be brought to the principal.

PLAYGROUND:

The morning and noon playground activities will be supervised by paraprofessionals. Paras will be instructed to use our PBIS program for playground problems. Please remind students to

restrict their play to the playground area and not to play in front of the building or in the parking area. If a ball rolls in the street, they should ask a para to retrieve it.

TEMPERATURE GUIDELINES FOR COLD WEATHER MONTHS:

It will be our policy to ask **all** students to go outside if the temperature is higher than 0 degrees Fahrenheit and above –15 degree wind chill and to stay in when temperature or wind chill is below –15 degrees. This policy will be in effect before school, during the noon hour, and during class time outdoors. This is also at the discretion of the principal. Announcements of inside recess will be made via intercom and/or email when there is questionable weather conditions.

STUDENT ATTIRE AND GROOMING

The wearing of appropriate clothing will be solely at the discretion of the teachers and the elementary school principal. Students should remember that clothing should be neat and clean at all times.

Students are not to wear clothing imprinted with advertising for liquor, beer, cigarettes, or drug usage. Clothing with objectionable language and/or images is also not to be worn. Students are not to wear headgear in class. Shorts may be worn to school if the weather is adequate, however, they must be of adequate length. All clothing should fit properly and not to be too “skimpy”. Students violating this rule may be asked to go home and change clothing.

SPECIAL EDUCATION REFERRAL PROCESS

Special Education Referral Process -

Revised following the reauthorization of IDEA '97

I. When a teacher and/or parent identifies an area of concern in academic, speech/language, social, or behavioral areas, communication between the school and home needs to be established identifying the concern so both parties are aware of the student's current classroom performance. Teachers and parents should identify a plan for improving the area(s) of concern.

II. Following home/school communications, if the parent or classroom teacher feels a need to further explore interventions and seek additional advice from other teachers, a referral should be made to the Teachers Assisting Teachers (T.A.T.) team.

a. A T.A.T. referral is necessary for all situations with two exceptions. The first is those that are deemed an “emergency” situation in which parents or teachers believe there is evidence of eminent harm to the student of concern or to others around them in their educational environment. If you feel such a situation exists, seek the consultation of the school psychologist and special education staff. The second is in regard to speech articulation concerns. In these cases, go directly to the speech-language pathologist for consultation.

b. The T.A.T. team will collaborate with the classroom teacher to identify interventions to be implemented in the regular education setting by the classroom teacher. The classroom teacher is responsible for following through with the plan recommended by the T.A.T. team. The team will meet with the classroom teacher to review student progress and make further recommendations if needed.

c. A T.A.T. referral does not automatically result in an educational evaluation being conducted by special education staff. If after one or two interventions, the T.A.T. team feels the interventions have been successful, the process stops. Documentation on the interventions is retained by the T.A.T. team.

d. If recommendations made by the T.A.T. team have not resulted in student improvement, the team will make a recommendation to refer the student to the Child Study Team and a Child Study I meeting will be planned. The recommendation should come from the T.A.T. team and an informal consultation with special education staff in all disability areas should occur prior to establishing the meeting.

III. The Child Study I team is comprised of several individuals and meets at minimum monthly. Persons invited to the Child Study I team always include the parents, building principal, classroom teacher, the school psychologist, and special education staff. It is the referring teacher's responsibility to notify parents and to assist in establishing a meeting time.

At this meeting, representatives from one or more disability areas (Specific Learning Disabilities, Emotional/Behavioral Disorders, Mild to Moderate Mental Impairments, Moderate to Severe Mental Impairments, or Speech-Language) will be represented based on preliminary information provided by the T.A.T. team. A member of the T.A.T. team may also be present at that meeting, along with the school counselor, the school social worker, and low-incidence consultants in areas such as Vision Impairments, Physical/Health Disabilities, Occupational Therapy, and Developmental/Adaptive Physical Education. As a group, the present levels of performance and areas of strengths and concerns will be addressed. This is called the Student Referral with Referral Review. The classroom teacher should be prepared to share information on the student's history; such as a review of a minimum of two documented interventions, current and previous report card information and Minnesota Comprehensive Assessment scores, attendance records, the most recent vision and hearing screening results, any current educational services being utilized by the student, and teacher observations. The parents will be asked questions pertaining to a child's general health, medical and emotional history, and for their perceptions of the current problems.

The following areas will be addressed:

- Intellectual/Cognitive
- Academic
- Communication

- Motor (Fine/Gross)
- Sensory
- Health/Physical
- Social/Emotional Behavior
- Assistive Technology
- Functional Skills
- Adaptive Behaviors
- Organization/Attention

As a whole, the Child Study I team will determine if there is a current need for an educational evaluation, or they may make a recommendation to not evaluate further. If an educational evaluation is determined to be appropriate, the next step is to move to a Child Study II meeting.

IV. At the Child Study II meeting, the planning of an educational evaluation is completed by a group of professionals- including the classroom teacher, as well as the parents of the student of concern - called the Educational Planning Team. Representatives from the identified areas of need, as well as parents, will be consulted and the team will identify various screening tools and standardized test measures to assist in the presence or absence of an educational disability.

Following this meeting, the special education staff will complete the required legal paperwork seeking permission from the student's parents/guardians. Once the signed permission forms are returned to the school, there is a timeline of 30 school days in which the educational evaluation will be completed.

When all evaluation measures are completed, reports are submitted to the identified special education teacher who is responsible for generating the Educational Evaluation Summary Report. That teacher compiles and interprets the information obtained and writes a report summarizing the information gained by all involved parties. When this report is completed, a meeting date will be established and all members of the evaluation team will be invited to participate in the review of the information. (Without the presence of the student's parent(s), the classroom teacher, a school administrator, and the special education staff, an evaluation is not legally considered a complete or valid identification.) As a team, it is determined if the child meets entrance criteria for special education. If the student does meet criteria in any area of special educational services, the next step is to hold the Individualized Educational Plan meeting.

V. The Individualized Education Plan

After the evaluation summary results are reviewed, the Individualized Education Plan (I.E.P.) is designed by the planning team, which consists of the same individuals present at the Evaluation Summary Report meeting. The plan is developed and based on information learned at this summary meeting. Student-tailored goals and objectives specific to the academic, emotional/social/behavioral, speech/language, physical health, and/or fine/gross motor needs

identified by the educational planning team are created by the group members. Once the plan is written (within ten school days), it is sent home for parental approval. Initial placement of services cannot begin without written parental permission.

When permission has been received, the special education teacher will consult with the classroom teacher about service times and services provided, which may include pull-out instructional classes, remediation services, classroom support from a teacher or paraprofessional, team-teaching with the special education teacher(s), social skills classes, speech/language pathology intervention, Occupational Therapy, school social worker, Developmental and Adaptive Physical Education, and others including consultation services in Physical/Health Disabilities, Deaf-Hard-of-Hearing, Audiology, or Vision Impairments.

Please note: Any changes to the plan established by the educational planning team cannot be made by one individual. A change requires a team consensus based on information provided to the group in a team setting.

Progress reports on IEP goals and objectives are required by law any time a progress report is sent on general classroom progress (mid-quarter grades and report cards). It is the classroom teacher's responsibility to alert the special education case manager when such reports are being completed.

LESSON PLANS:

Non-Tenured Teachers - Lesson plans will be submitted to the office before the school day begins on Monday. These plans will be due for the first time for the second week of the school year. You are not required to submit lesson plans the first and last week of the school year. These can be submitted electronically or via hard copy.

Tenured Teachers - Lesson plans do not need to be turned into the office. Please have them prepared and visible on your desk.

Teacher Observation Cycle

All teachers will also be participating in a Peer Observation Model in compliance with our Q Comp Program. They will be observed two times per year by a trained peer observer and one time per year by principal for tenured teachers. Non tenured teachers will be observed 3 times per year by the principal.

Early Dismissal Teams

Gold Team

Kindergarten Teachers
Second Grade Teachers
4th Grade Teachers
6th Grade Teachers
Music Teachers
Literacy Coordinator
Nurse
Tech Coordinator

Maroon Team

1st Grade Teachers
3rd Grade Teachers
5th Grade Teachers
PE Teachers
Special Education Teachers
Math Interventionist
Counselor