

2025-2026
Marion School District
Elementary School
Certified Staff Handbook

**Building Procedures for
Certified Staff Members, Grades PreK-6**

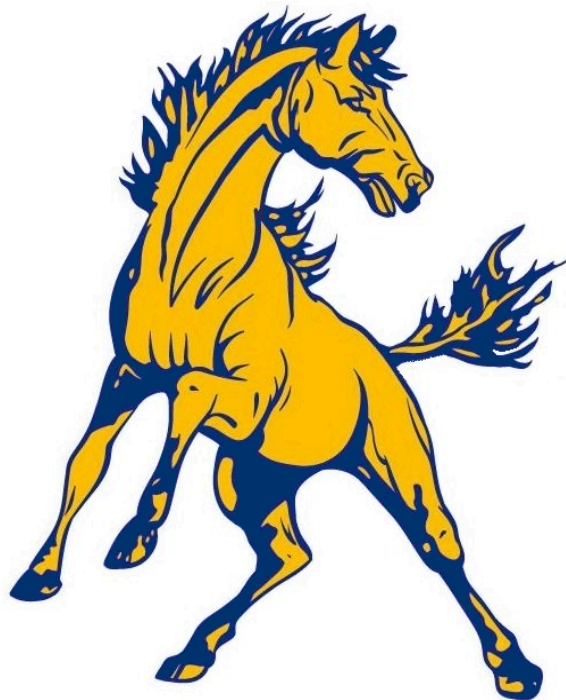


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Non-Discrimination Policy – Equal Educational Opportunities

The School District of Marion is committed and dedicated to the task of providing the best education possible for every child in the district for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

The right of a student to be admitted to school and to participate fully in curricular, extracurricular, student service, recreational or other programs or activities shall not be abridged or impaired because of student's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability.

Complaints regarding the interpretation or application of the policy shall be referred to the District Administrator and processed in accordance with established procedures.

Introduction

The Marion School District is committed to working and communicating as a team to provide a safe and positive environment for all students. By providing a quality education that promotes optimal academic and emotional growth, we empower individuals to become caring, competent, responsible citizens enabling them to succeed in an ever-changing world.

The Marion School District has designed this staff handbook to acquaint you with district procedures and employment policies.

Please take the time to read the Handbook carefully and become familiar with its contents. We encourage all employees who have a question about a particular provision of the handbook to discuss the matter with their immediate supervisor, or if necessary, the Superintendent. Further policy guidance can be found in the Marion School District School Board Policies.

The Board possesses the sole right to operate the School District. All items in this handbook are subject to revision. Board policy shall be the official governing document. This handbook is intended for reference.

District Mission

We will inspire excellence and instill positive lifelong learning for all students.

District Vision

A collaborative community of empowered learners on a path to a successful tomorrow.

District Collective Commitments/Values

M Maintain high expectations that are progressive and responsive

U Utilize data to make decisions.

S Strengthen culture through being respectful, responsible, and safe.

T Target time for self-care.

A Align curriculum and instruction for an effective system of learning.

N Nurture positive relationships with staff, students, and families.

G Generate and inspire a positive growth mindset for staff and students.

S Support everyone's personal needs; mental, emotional, and physical.

District Motto

Compassion. Commitment. Community.

Marion School District Organization

Board of Education

President	Mr. John Schwartz
Clerk	Mrs. Dawn Papendorf
Treasurer	Mrs. Melissa Stuhr
Vice-President	Mrs. Tiffany Krueger
Other Members	Mrs. Nikki Bonikowske
	Mr. Ronnie Faehling
	Mr. George Graper
	Ms. Lynn Tober-Steinke
	Mr. Bruce Zillmer

Administration

District Administrator	Troy Edwards
Elementary Principal	Brian Morstad
Jr./Senior High School Principal	Troy Edwards
Director of Special Education & Pupil Services	Elisa Bergstreser
Director of Business, HR & Auxiliary Services	Nathan Papendorf

District-wide Staff

Building, Grounds & Maintenance Technician	Neal Westemeier
Community Services & Administrative Assistant	Tracy Schwartz
District Administrative Assistant	Annette Krueger
District Nurse	TBD
Food Service Director	Holly Bembenek
Reading Specialist	Connie Malueg
Technology Coordinator	Jim Black
Technology Support Specialist	Matthew Edwards
Transportation Scheduler	Tracy Schwartz
Certified Occupational Therapy Assistant	Melissa Laack

Classified Staff Assignments

<u>Building Secretaries</u>	Margaret Seidenkranz	Elementary
	Carla Rader-Johnson	High School
	Gail Parks	High School
<u>Bus Drivers</u>	Ann Arndt	North/West
	Scott Arndt	West/South
	Jon Knaup	North
	Paula Krueger	East/South

Marti Reimer	North/East
Mark Mielke	AM Private
Cal Ossmann	Substitute/Trip
Neil Papendorf	PM Private/Substitute/Trip
Scott Zwirschitz	Substitute/Trip
Micah Schwantes	Substitute/Trip

Custodians

Joe Anklaam	Elementary School
Jeremy Beilfuss	Elementary School
Brian Russow	Jr./Sr. High School
Mary Wilson	Jr./Sr. High School

Educational Assistants/Paraprofessionals

Kathy Blaas	Intervention
Hannah Krueger	Intervention
Amanda Miller	Intervention
Farryne Karpinski	Elementary School
Tiffanie Rickert	Elementary School
Tiffani Ewald	Elementary School
Andrea Elandt	Elementary School
Angela Gebert	Elementary School
Ashley Moder	High School
Gloria Briske	High School
Kimberly Hager	High School
Janice Knitt	High School
Kathryn Vanmeerbeck	High School
Jill Grogan	ERVING/IMC

Food Services

Ash Beyersdorf	Elementary School
Michele Williams	Elementary School
Tammy Brehm	Jr./Sr. High School
Kim Haufe	Jr./Sr. High School

Elementary Certified Staff Assignments

Elementary Certified Staff

Brianna Foth	4K
Cheyenne Opperman	4K
Bonita Elandt	Kindergarten
Ana Grimm	Kindergarten
Leah Fetting	Grade 1
Stephnie Schroeder	Grade 1
Cassadra Messier	Grade 2
Kristi Wilson	Grade 2
Kerry Dalhoe	Grade 3
Steph Schuettpeiz	Grade 3
Ashlee Blum	Grade 4
Ellie Mielke	Grade 4
Tracie Voight	Grade 5

Crystal Lutz	Grade 6
Nicole Kussman	Grade 6
Connie Malueg	Reading Specialist
David Roe	Physical Education
Mari Dombrowski	Art
Casey Herman	Music/Band
Shawn Much	IMC
Brianna Pfeiler	Special Education
Jessica Roe	Special Education
Kennedy Sether	Special Education
Haley Holewinski	School Counselor
Jana Garl	School Psychologist
Scott Zwirschitz	After School Coordinator

Junior & Senior High Certified Staff Assignments

Junior & Senior High Certified Staff

Ashlie Basche	Jr. High English
Robert Strelow	Sr. High English
Marissa Groshek	Sr. High English
Richard Kramer	Mathematics
Heather Kamba	Mathematics
Ben Livingood	Science
Heather Wuske	Science
Bethany Grunewald	Social Studies
James Hill	Social Studies
Jenna Brogan	Agriculture
Ethan Olson	Technology Education
Tony Dombrowski	Technology Education
Scott Zwirschitz	Careers & Academic Support
Tony Magestro	Alternative Education
Mari Dombrowski	Art
Gatlin Grimm	Vocal Music/Band
Micah Schwantes	Physical Education/Health
Shawn Much	IMC
Craig Rogne	School Counselor
Renee Rickert-Smith	Special Education
Michelle Oesterreich	Special Education
Jana Garl	School Psychologist

Extra Curricular Staff Assignments

Extra Curricular Staff

Heather Wuske	Science Department Head
Heather Kamba	Math Department Head
Mark Fredy	Social Studies Department Head
Ashlie Basche	English Department Head
Gatlin Grimm	Freshman Class Advisor

James Hill	Sophomore Class Advisor
(2) TBD	Junior Class Advisor
Micah Schwantes	Senior Class Co-Advisor
TBD	Senior Class Co-Advisor
Mark Fredy	Jr. High Student Council
Heather Wuske	Jr. High Student Council
Robert Strelow	Sr. High Student Council
Heather Kamba	National Honor Society
Richard Kramer	Math League
TBD	Forensics
TBD	High Quiz
TBD	Knowledge Master
Gatlin Grimm	Sr. High Band Ensemble
Gatlin Grimm	Vocal Solo Ensemble
Gatlin Grimm	Pep Band

Co-Curricular Staff Assignments

Co-Curricular Staff

Mark Fredy	Activities Director
Tracie Voight	Cross Country
Jesse Trebus	Cross Country Assistant
Micah Schwantes	Football
TBD	Jr. High Football
Charlotte Baldwin	Volleyball
Nicole Seelig	Volleyball Assistant
Jessica Stuhr	Jr. High Volleyball
David Roe	Boys Basketball
Shane Crum	Boys Basketball Assistant
Branden Beechy	MS Boys Basketball
TBD	MS Boys Basketball
Ben Livingood	Girls Basketball
TBD	Girls Basketball Assistant
Jeremy Beilfuss	Jr. High Girls Basketball
TBD	Jr. High Girls Basketball
Doug Brei	Baseball
Tim Mehlberg	Softball
Bethany Grunewald	Softball Assistant
Ward Much	Track
Jeremiah Rolfs	Track Assistant
Micah Schwantes	Golf
Mark Fredy	Golf Assistant

Length of the School Day

The school office will be open to students from 7:00 a.m. – 4:00 p.m.
Students may attend breakfast or supervised recess from 7:35am. - 7:50am.

Teachers are in the building and available to students from 7:45 a.m. to 3:50 p.m. Monday through Thursday, and until 3:30 p.m. both on Friday as well as on days before vacation.

Students will be dismissed from Marion Elementary at 12:10 and from Marion Jr./Sr. High School at 12:27 on days in which afternoon professional development is scheduled.

School Policies and Notices

School Policies and Notices that are not specific to certified staff and are not building-specific are located in the District Employee Handbook.

School Day Procedures & Services

Recess:

Recess is an important time for students to develop social skills outside of the classroom with their peers, as well as to get exercise and fresh air.

- Teachers/staff should escort students to recess as well as monitor them when they come in.
- Appropriate recess behavior should be addressed by classroom teachers when necessary.
- Holding a student back from recess can be used to deter inappropriate school behaviors, but this type of discipline should not be used excessively.
- When inclement weather prevents students from going outside for recess, students will be supervised in the I.M.C., fieldhouse, cafeteria, or their classrooms by playground supervisors.

Lunch:

Marion Elementary provides a nutritious lunch each day to students.

- Students should be escorted to and picked up from the cafeteria by their supervising staff each day, in accordance with their grades' scheduled lunch time. Failing to follow the lunch schedule can cause excessively long lines, shortage of tables, etc.
- Teachers may choose to sit with their students in the cafeteria. This is a nice break for both students and staff, students enjoy seeing their teachers eat with them periodically.
- Teachers can invite their classes, or members of their class, to eat lunch with them in their classroom. This should be done as a periodic reward, not on a regular basis. If you have students eat in your classroom, be sure that they return their trays to the cafeteria promptly and that they pick up any/all messes in the hallway and your classroom.

Movement by classes:

To ensure that students depart and arrive both safely and promptly during transition times, teachers should walk with their class when moving from one room to another throughout the building. Students who ride buses should also be escorted to the lobby area by their teachers at the end of the day to ensure student safety.

Guidance Class:

Guidance class is an important component of the social and emotional growth of our elementary students. The guidance counselor's primary role while in your classroom is to teach the content of the curriculum. Because our

counselor may not have an in-depth understanding of the behaviors of each student in the building, the homeroom teacher should be present in the classroom for the duration of the guidance lesson.

Faculty Meetings:

Elementary faculty meetings are typically held the last Wednesday of each month, beginning at approximately 3:15 in the elementary I.M.C. Other faculty and inservice meetings will be held at the discretion of school administration and meetings may exceed the normal workday.

Taking Attendance/Lunch Count/Bus Passes:

In order to know the location of each of our students and in order to prepare for the day, teachers are to take class attendance, milk requests, lunch count and compile bus passes each day by 8:15.

Tardies:

Students are expected to be in their class on time. Elementary students who are repeatedly tardy may need to meet with the principal. Consequences and a plan of action may be developed.

The Instructional Materials Center (IMC):

The IMC is an integral part of the teaching program at Marion Elementary. Teachers will be using materials themselves frequently, and will be working directly with students and materials in the IMC. As a result, the faculty has an important role in the selection and utilization of all IMC resources.

- Using the IMC

Arrangements for using the IMC space and materials must be made in advance if outside of designated IMC time.

- Technology and Equipment Checkout

The Marion School District has purchased technology to meet the needs of the educational program of the students. This technology may be checked out by staff upon request, provided it does not interfere with the regular educational use of the equipment. Equipment should be checked out from the media specialist at the elementary school. Items returned to the District damaged or inoperable will be repaired by the District and the loanee will be billed for all labor and parts. If any equipment is lost while on loan, the District will replace the equipment and bill the loanee.

- Materials/Equipment Usage

Students and staff members will be responsible for any charges necessary to obtain materials or equipment not part of our collection, or pay fines for damage incurred to any materials or equipment. The School District of Marion takes part in interlibrary loan of materials both through the OWLS (Outagamie-Waupaca Library System) and through the Reference and Loan Library in Madison.

- Library Etiquette

The IMC staff endeavors to establish an atmosphere of purposeful activity in the library. There is one essential rule: Consideration for others. The faculty is asked to help establish and maintain an atmosphere that is conducive for study, completion of assigned class work, and reading.

Lesson Plans:

Effective teaching requires careful planning. Thorough and comprehensive planning and preparation for the delivery of lessons is a basic expectation for all faculty members. After an initial probationary period, teachers are

generally not required to submit lesson plans weekly, but the Building Principal may request to see lesson plans from time to time, and may require submission of lesson plans under certain circumstances.

Lesson plans should include the following components:

1. Essential Standards and the objective of the lesson.
2. A plan to accomplish the lesson objective.
3. Assessment - how the teacher knows whether students have learned the objective.

Homework:

Homework is defined as any academic activity to be completed outside of regular school hours. A generally accepted standard is no more than 10 minutes of homework per grade level.

Teachers are expected to (1) utilize homework only as a means of improving the academic abilities of their students, (2) not utilize homework as a form of punishment, and (3) exercise mature, professional judgment when assigning homework.

Supervision of Students:

Teachers are to show mature, prudent judgment at all times while supervising students. If you leave students unsupervised, and a student becomes either unintentionally or intentionally injured, you as the assigned teacher are liable. Never leave students unattended, if you are the adult assigned to supervise them.

Students must be supervised when they go outside for recess, and such supervision involves the person in charge being outside with the students. Watching out of the window, or standing inside the glass doors watching, does not meet the criteria for supervision.

Video conferencing Guidelines/Platforms

Classroom Digital Platforms

ParentSquare, Skyward and Gmail are the district-approved methods of school-home digital communication. Marion Elementary Teachers may use other technology platforms that have a direct integration with the approved curriculum. If parents will be required to use other platforms, administrative approval should be obtained and teachers will be expected to inform parents at the beginning of the year how the platform works.

Student Assembly Procedures:

Student assemblies are a meaningful and important part of each student's learning experience; a total staff commitment to professionally supervise such activities is required for them to be successful.

During the school year a number of student assembly programs may be presented for a variety of purposes. All teachers should be present at all assembly meetings to help maintain order. All faculty members should sit with students during assemblies.

Field Trips:

Field trips can be an extremely valuable and educational experience when they are well planned and carefully supervised.

Procedures to be followed for organizing field trips or group meetings that take students out of class are outlined below.

- District-sponsored field trips need to be: 1) approved on a field trip form by the building principal, 2) as part of a listing of overnight trips by the board of education, or 3) as a separate agenda item at a board of education meeting.
- Plan your trip well in advance so all the necessary arrangements can be made.
- A list of objectives for the trip and a method of evaluating the trip should be determined.
- The teacher/activity advisor of an activity or field trip shall fill out a Marion School District Transportation/Trip Request form through the district website at Resources > Staff > Transportation/Trip Request at least ten (10) days prior to the trip. The lead time gives the administrator time to review the purpose of the trip, approve or disapprove the trip and also gives the transportation coordinator time to locate a bus/vehicle driver.
- An updated list of students **MUST BE** distributed to the office, all teachers, the school nurse, cooks and teacher aides at least three (3) days in advance of the field trip.
- Students must have a parent signed field trip approval slip/form on file prior to the trip.
- A list containing emergency information for each student shall be provided for the teacher/advisor/coach accompanying the students to any school related activity or field trip. This information shall include parent/guardian names and telephone numbers.
- Make sure each student is aware of the itinerary for the trip and the conduct that is expected as a representative of Marion School District.
- The day the trip leaves, the teacher/activity advisor shall file a list of all students present and being transported that day with the administrator in charge/office.
- Take attendance on the trip when you leave from school and prior to your departure to return to school.
- Make provisions for students who do not accompany the group, but remain in school.
- In order to eliminate disruption of classes during the last weeks of each semester, field trips will not be permitted that take students from another teacher's class.

***Field trips during the months of January and May should be avoided if possible.**

Off-campus student transportation:

- Students involved in any school related non-athletic activity or field trip which involves transportation shall be transported by school vehicle unless the administrator in charge shall approve other means of transportation and notify the transportation coordinator prior to the trip. At no time, however, may a student(s) be transported to such activity or field trip in/using another student's vehicle or a vehicle driven by a person under the age of 21.
- Buses will begin a trip only when an employee of the Marion School District is present on the bus in addition to the driver.
- Standards of conduct on a trip are the responsibility of the employee supervising the trip.
- Students making the trip must return on the same bus unless written authorization has been presented to the supervising employee in advance by the parent or guardian and approved by the principal or district administrator.
- Adequate chaperons will be provided with a minimum of one chaperon per 15 students or prior administrative approval is obtained.

Injured & Ill Students /Health Room Guidelines/student medication:

Ill Student

If a student becomes ill in your class or displays certain health conditions such as nausea, abdominal pain, fainting, nosebleed, fever, headache or rash:

- Notify the office that you will be sending a student to the office. The student will be evaluated by designated school personnel and will then be sent to sign into the health room. Office personnel will notify the guidance/health room personnel of the student's admittance.
- The student will be kept in the health room until the condition is treated, or if necessary to be excused from school. The parent will then be notified to pick the student up from school.
- If the parents or other designated party are unable to pick up the student, arrangements will be made to transport the student, if an adult is in the home.

All students will have an emergency information card on file in the office that includes parent/guardian names, home and employment phone numbers, designated second party if parent is not available and family physician.

Injured Student

If a student is injured in your class, notify the office immediately.

If the injury is *minor, escort the student to the office when possible. Do not leave your class (students) unsupervised.

The office personnel will notify the school nurse, if available, or care for the minor injury.

If, in your judgment, the injury appears **major or ***life threatening call the office immediately. Keep the victim immobile, control serious bleeding by direct pressure to the wound, administer CPR if necessary and if you're qualified, treat for shock; reassure the student. Office personnel will be responsible to contact the following people:

- A qualified person to assist such as EMT's on staff, school nurse or other trained personnel.
- Rescue squad if necessary—call 911.
- The principal, if available.
- Crisis/CPI Team
- Parent/guardian.
- Notify the Principal/District Administrator of serious injuries.
- Secure an accident report for all injuries.

*Minor injuries include; cuts, abrasions, bruises, bumps, slivers, sprains and strains.

**Major injuries include; head injuries, neck and spine injuries, chemical burns, sunstroke and heat exhaustion.

***Life threatening injuries include; cessation of breathing, bleeding, shock and airway obstruction.

Health Room Guidelines:

The health rooms in the Marion School District are made available for students who are ill and awaiting pick up by parents or are receiving evaluation and/or treatment by Marion School District staff. At no time is the health room to be used by students to nap. The following procedures will be followed at all times by students or staff:

- No student is to come to the health room without a pass from his/her teacher.
- All students who present with complaint of illness will be evaluated by a staff member by taking temperature and assessing physical complaint. All students who have a temperature of greater than 99.9 or who are actively vomiting or have diarrhea will be sent home. They may wait in the health room to be picked up by parent/guardian.

- Students who present with severe headache should first stop at the office to receive appropriate medication as indicated by parent on health form. Students with a history of severe headaches/migraines as reported by parent/guardian on health history form will be allowed to rest for 30-45 minutes to allow pain reliever to start working. If no change in condition occurs after 30-45 minutes, parent or guardian will be notified. Students who do not have history of severe headaches or migraines as indicated by parent on health history will receive *pain medication and return to class.
- Students who present with injury will be evaluated by staff present and either treated and sent to class or the parent/guardian will be notified.
- Health room may be used by students who have medical treatments such as diabetes testing, etc. on a scheduled routine basis without receiving a daily pass after schedule is developed by school nurse and communicated to teaching staff.
- No student will be allowed to remain in the health room for greater than 45 minutes without parent/guardian notification.
- The only time that the health room may be utilized for students to rest is in the case of a student who has been absent from school with an illness and it is his/her first day back and he/she comes during a study hall. We realize that this may help a recently ill student participate fully in his/her education.

Information Regarding Medication Administration at School

Prescription and non-prescription medication (over the counter) brought to school with the student is to be turned into the elementary office upon arrival.

- We cannot give medication, either prescription or non-prescription, by verbal directions from the parent/guardian given over the phone. ALL directions must be in writing. Verbal orders from a physician and given to the school nurse will be accepted.
- Prescription medication will be administered at school ONLY with written, signed directions from the physician and written permission from the student's parent/guardian. Parent/guardian must complete a medication form and turn the form into the building administrator's office.
The building administrator, after consulting with the school nurse, shall designate the adult in the building responsible for administering the prescribed medication or supervising the student as he/she administers his/her own medication.
- Prescription medications must come in a labeled bottle from your pharmacist with the following information on the bottle or other container: Name of student, name of medication, time of day to be given and dosage.
- Non-prescription drugs will be administered to student only if they are accompanied by written instructions from the parent/guardian stating the child's name, the name of the medication, specific times and in what quantity the medication is to be given. The written instructions will include the parent/guardian's signature and date.
- All non-prescription medication MUST be sent in the original container with the students name written on it. DO NOT accept medication in plastic bags or other small containers.
- Any change in medication, time, route or dosage MUST be in writing from the physician and signed by the physician and parent/guardian. Faxed change of orders will be accepted.
- Asthma inhalers must be kept in the office unless a self-medication form has been filled out and given to the school nurse.
- A new medication form must be filled out each school year or when a change is made in medication.

Co-curricular First Aid Crisis Plan:

During all co-curricular events at Marion Schools, the following procedures shall be utilized for ill or injured persons:

1. Identify the person who is in charge of the event, they should have keys for the office and health areas. At practices, the coach is considered the person in charge.
2. The seriousness of the injury should be assessed. Is this injury minor, major or life threatening?
3. Contact the person in charge. His/her responsibility will be:
 - Minor or serious injury - Contact the following people immediately; qualified person to assist, rescue squad if necessary and parent. Notify principal if available. Notify District Administrator of serious injury. Complete the accident report.
 - Life threatening injury - Call rescue squad (911). Call parent. Notify principal if available. Notify District Administrator. Complete the accident report.
4. During co-curricular events at a location other than Marion Schools, the following procedures should be used:
 - Identify the person who is in charge of the activity. Contact this person for emergency services.
 - Follow the procedures identified in the crisis plan.
5. All teachers/advisors/coaches shall carry a list containing emergency information for each of the students they are in charge of on a school related activity or trip.

Crisis Team/CPI:

If a student is uncooperative or disruptive in the classroom, and the adult in charge has exhausted all means of effectively handling the situation, the teacher is to call the office (or call directly if supplied with a walkie-talkie) to initiate a crisis team response.

If staff are using a radio (walkie-talkie), they should not use a student's name, initials, or any other description that could identify the student. A radio call should be as follows:

“Code (state color) to (state area). Code (state color) to (state area). “

The code statement should be read clearly, and twice, to ensure that it was communicated properly.

The following codes (levels) are to be used at Marion Elementary while calling the crisis team:

Code green – non-emergency. One team member is required, could be an escort for a student or a student needing minor redirection. Team member responding makes decisions regarding procedure.

Code Yellow – low emergency. Two staff members required, could be a student refusing to comply, Team member most familiar with the student is the lead and makes the decision on procedure. Student is first monitored for safety and is given a chance to de-escalate, but may be removed from area with the least amount of disruption possible and taken to neutral area to calm before developing a fix-it plan and being returned to the classroom.

Code Red – High level emergency. Student is in danger or is endangering others. All available team members are required. The team member most comfortable with the student/or the administrator is the leader. Student may be restrained and removed to an area where the likelihood of injury is minimized. Student may de-escalate and return to the classroom, calm then stay in a separate environment to complete work or parents may be contacted to take the student home.

Crisis team members are trained and certified. Unless a staff member is part of the crisis team, it is against school policy to physically engage with or restrain a student unless a student's behavior presents a clear, present and imminent risk to the physical safety of the student or to others.

Response to Intervention (Rti):

The Response to Intervention (RTI) process is practiced at Marion Elementary in order to help our students achieve their optimal learning potential. In the RTI process, students are evaluated academically, and placed on one of four tiers. Students are evaluated frequently throughout the year, and may move from one tier to another depending upon their academic progress.

MULTI LEVEL SYSTEM OF SUPPORTS PROCESS

Tier I – Instruction typically takes place in the general education classroom and includes the core curriculum using instructional practices for all students. Tier 1 could be described as universal teaching incorporating differentiation for all students in the classroom.

If a student displays continued academic achievement gaps within the daily classroom environment and/or exhibits lack of progress on informal daily classroom activities, formal or informal classroom assessments or standardized testing, then a decision needs to be made concerning which Tier II Intervention is necessary.

Tier II – In addition to core instruction, all students will be scheduled for Tier II intervention or enrichment.

If a student is not displaying academic delays in response to the universal curriculum, the student will receive enrichment to provide:

- Maintenance of skills.
- Spaced, repetitive review of key concepts.
- Enrichment of core content.

If a student is displaying academic delays in response to the universal curriculum, the student will receive intervention support either:

From the classroom teacher using evidenced-based interventions carried out with fidelity.

- Intervention typically lasts 10-15 weeks per core area.
- 25-30 minutes per day sessions taking place 5 times per week.
- Small groups of 6-10 students.
- In Program Progress Monitoring & bimonthly progress monitoring using FAST.
- Pre-SST stage for students not making progress.

OR

From an Interventionist using evidenced-based interventions carried out with fidelity.

- Intervention typically lasts 10-15 weeks per core area.
- 25-30 minutes per day sessions taking place 5 times per week.
- Small groups of 2-3 students.
- In Program Progress Monitoring & bimonthly progress monitoring using FAST.

If the student does not respond and continues to display academic delays, a Student Success Team (SST) meeting will be requested to discuss providing the student with Tier III support.

Tier III – In addition to continuing Tier I and Tier II supports, the student is provided with more intensive and individualized intervention in order to target individual student needs.

- Evidence-based interventions carried out and documented with fidelity.
- 15 minute sessions held daily.
- Small groups of 1-2 students.
- Weekly Progress Monitoring.
- Two consecutive 4-6 week sessions.
- Check progress after 6 weeks to determine if intervention needs to be adjusted.

If a student responds adequately to Tier III intervention, he/she will be returned to Tier II intervention. If the student does not respond to Tier III intervention, after 2 consecutive 4-6 week sessions, the Student Success Team will meet with parent(s)/guardian(s) to discuss a special education evaluation. If the parent(s)/guardian(s) agree, the student will move to Tier IV (a Special Education evaluation will be initiated). If the parent(s)/guardian(s) does not agree, the student will move to Tier II.

Tier IV – Referral for Special Education Services.

Anyone may make a referral for Special Education at any time, however –

- The referral must be in writing.
- Parent(s)/guardian(s) must be contacted.
- *All exclusionary factors must be considered and all legal requirements should be met or the child will complete the evaluation and not qualify for services.

With parent(s)/guardian(s) written agreement, an evaluation will be conducted.

Using evaluation results and data collected over time, an evaluation meeting is held. If the student qualifies and if the parent(s)/guardian(s) gives written consent for placement, an IEP (Individualized Education Plan) will be developed. The student may be provided accommodations or intensive modifications to core material. Instruction at this level can also involve receiving instruction from the Special Education Program or implementation of a replacement curriculum. Wisconsin law, however, clearly states that students must be educated to the maximum extent appropriate with non-disabled peers in the regular education environment. Remember, this deals with where the student is taught, not what the student is taught. Removal from the regular education environment must only occur when the child cannot be satisfactorily educated in that environment with the use of supplementary aids and services.

*Some exclusions apply. Please see Mrs. Wiese with questions or concerns.

In all Tiers of intervention:

- ✓ Teachers will use documented data to implement an appropriate research-based intervention.
- ✓ The appropriate research-based intervention will be implemented with fidelity.
- ✓ Teachers will complete all required SST paperwork.
- ✓ Teachers will make at least 3 documented attempts to contact parents regarding academic concerns and the implementation of interventions.
- ✓ Using Progress Monitoring, teachers will document student performance in response to the implemented intervention for the time specified at each tier of intervention.

Special Education Services:

After tiered intervention through the RtI process has been completed, and the student continues to exhibit severe academic delays or behavioral concerns which depart from that which is expected from his/her peers; consult the school Guidance Counselor for referral to the Student Concerns Team and the Special Education Director to obtain information regarding a special education referral. Procedures regarding the referral process are designed to insure that the students who are referred have met or will meet DPI requirements in order to qualify for Special Education services.

Special Education students have an IEP that is reviewed annually through an IEP team meeting. An IEP is a legal document, it is important that the plan be followed. Teachers are an important part of the team and your input is valued. A regular education teacher is required in IEP meetings. Case managers will also request that classroom teachers fill out the “IEP Input from the Classroom Teacher” form. This form must be filled out and returned to the case manager within 3 days.

Educational Assistants:

Educational assistants (paraprofessionals) are employed by the District to help in the classroom for a variety of circumstances. The primary role of a paraprofessional is to assist inclusionary students within the regular education environment. If time allows, administration or classroom teachers may assign other duties to classroom paraprofessionals as needed.

Purchasing procedures:

1. All invoices must be signed with the following information before payment will be made:
 - P.O. will be filled out by staff member on Skyward.
 - Requisition must be approved by the Building Principal and a secretary will send out the purchase order.
 - Packages will be checked in by support staff in the office before they are distributed.
2. Payment will not be made for any invoices which are a result of trial-basis ordering.
3. Always check receipt of contents against packing slip and invoice.
4. Payments will only be made on invoices. Statements of accounts are not sufficient documentation.
5. All purchases must be made by purchase orders, unless you have approval by the building principal.
6. Purchase orders will not be signed if the unencumbered balance is insufficient to cover the purchase.
7. Open purchase orders are for local vendors only. Payment against open purchase orders will only be made on signed sales slips with purchase order number and account number.

Bulletin Boards:

All teachers are expected to keep the bulletin boards in their classrooms and hallways attractive, pertinent, educationally-related, and neat. Hallway bulletin boards are the responsibility of the teachers located within close proximity of them.

School Vans & District Transportation:

Marion School District owns a small fleet of vans, which staff members should check out when they need to drive for school-related business.

Steps for using district vans:

Reserving a van: Vans should be reserved as soon as you know that you will need one, but at least 10 days in advance. District employees needing to use a vehicle should fill out a “Transportation/Trip Request Form”, which is available on the school district website under Resources > Staff > Transportation/Trip Request

Day before van is to be used: TheShell station gas card should be picked up from the building or district administrative assistant.

The day of van use: Staff members will leave their personal vehicles at or near the district bus garage, and enter the bus garage using their key fob to retrieve a van (the van key will be inside of the van).

Upon returning to Marion the van should be filled with gas at the Shell Gas Station (no matter how little/how much gas is needed). The van should be returned back into the bus garage & the keys left inside. The gas card,

gas receipt and completed trip log form is to be returned to the building or district administrative assistant within one day.

Filling the district van with gas at Marion's Shell Station:

- Swipe the Shell card,
- Type in the driver I.D. code (found on back of card),
- Type the van's mileage into gas pump,
- Choose "yes" when asked if you want a receipt,
- Staple the receipt to the Request for Van Use Form

Fundraising:

Classes/grades/groups at Marion Elementary do not independently fundraise; the elementary parent-teacher organization holds annual fundraiser(s) for various elementary purchases. Monies that are needed for classroom activities should be placed on classroom budget requests during the budgeting process time (typically in December & January of the previous year).

Collected Money

In general, all monies should be submitted directly to a building or district office. A duplicate or triplicate record of all monies collected must be kept for future reference and the receipt should be recorded in Skyward by the building or district administrative assistant as soon as possible. Whenever money is collected outside of the office, a receipt must be issued and a copy kept or another business-office approved form of documentation must be collected for future reference.

In the rare event money is collected in the classroom, no money should ever be kept overnight in a classroom. All collected monies should be given to the building secretary on a daily basis to be recorded in Skyward and put in the vault.

Activity advisors are responsible for directly monitoring the accounts of the activities which they are supervising in Skyward and via the shared Fund 21 Google Sheet. Students may not transact business with these accounts without the approval of their advisor.

Professional Conduct

Academic Expectations & Grade Reporting

- It is of utmost importance for each teacher to have a well-developed grading system tied to specific instructional goals and objectives and in use from the beginning of the school year. **Grades are to be updated electronically no less than once per week; this is to be done by 3:50 p.m. each Monday.**
- Marion Elementary Teachers are expected to maintain consistent communication with both students and their parents throughout the academic year regarding assignment completion, assessments, and grades. This can be done by maintaining an up-to-date online gradebook.
- Students who are academically struggling should be provided with consistent additional support from both their homeroom teachers as well as from the other academic support services provided within the building.
- Parents of students who are academically failing or missing assignments should be contacted at least weekly. Methods for doing this include: notes/letters home, "class dojo," or telephone/e-mails. Teachers are to maintain a working relationship with parents of all students.

- Teachers are to send home mid-quarter reports for each student, and to submit end-of-quarter grades by the appropriate due date. Marion Elementary Students will receive a mid-quarter report and a report card during each of the four quarters of the school year.

Professional conduct when handling student behavior

In order to assist in the creation of a safe and positive learning environment, Marion Elementary Educators are expected to adhere to the following guidelines when dealing with student behavior:

- Provide appropriate learning experiences directed toward the objectives of the school.
- Help students understand and accept the school's expectations in all areas of school life; i.e., study, homework, safety, decorum, relations to others, activities, etc.
- Help students appreciate how school will benefit them; i.e., enjoy new experiences, meet new people, assist in their development of skills and knowledge, and assist in their gradual maturation into self-disciplined persons.
- Demonstrate an understanding of students and their development.
- Thoroughly listen to a student's point of view when controversy surrounds an alleged act of misconduct.
- Maintain the type of presence, both within the classroom and in other areas of the building, which is conducive to healthy mental and emotional well-being.
- Promptly communicate with parents concerning problems that students may be experiencing.
- Exercise the type of control that will safeguard the protection of all of the students from injury by another student or group of students. If the need arises for separating students who are fighting, an attempt should be made to stop the fight by verbal command. If the students do not respond, the teacher should make a judgment about whether an attempt should be made to separate the combatants by physical means. CPI certified staff members are permitted to use reasonable physical restraint when necessary to insure students' safety. If a decision is made to separate students and assistance is needed, the Crisis Team should be requested. Building administrators should be called, if they are available.
- If it becomes necessary to physically remove a student from a classroom, the Crisis Team should be called and administration notified. The student will again be given a directive to voluntarily leave.
- Assign and enforce behavioral consequences consistently.
- Whenever students are present, assume the responsibility for supervising their conduct.
- Additional school work should not be assigned as a punishment nor should attendance in special classes be taken away except in special circumstances as determined by the principal.
- Consequences should seldom, if ever, be assigned to an entire group because an individual offender cannot be identified.

- Standards of behavior should be equally and consistently enforced. This is not to say that the background of individual students should not be considered as attempts are made to enforce the standards.
- Minor problems of discipline should be handled by the teachers, because students often perceive that frequent trips to the office denotes an inability of the teacher to handle the problem.
- A student should not be taken to an administrator and a certain consequence expected. The decision as to whether or not the student has earned a consequence, and if so, what kind and how much, becomes the responsibility of the administrator when a student is taken to him/her.
- When a staff member has disciplined a student, no other staff member should interfere with the action unless by previous understanding.
- Three steps should be utilized in meeting a discipline problem that is something more than ordinary mischievousness.
 1. Thorough investigation, including giving the student(s) an opportunity to state his/her views.
 2. Planning of a procedure for correcting the problem.
 3. Administration of the procedure to help the student(s) in correcting the situation.
- It should be recognized that the type of discipline used should fit the maturity of the student or group.
- A staff member in charge of a group of pupils should learn which distractions to make an issue of and which to ignore. Constant attention to very minor disturbances can make correction of larger ones more difficult.
- Staff members should realize that most students consciously, or unconsciously, look to their supervisor to arrest misconduct before it gets them into trouble.
- A positive approach to student control is preferable to a negative approach; kindness and firmness are to be emphasized, rather than harshness.
- Unacceptable conduct should be investigated to determine if it is merely innocent error or whether it is deliberate misconduct representing a more serious problem within the student's life.

Casual Dress Days:

The following days will be considered casual dress days; appropriate casual wear may be worn on the following days: Fridays, the last day of the work week if it's not a Friday, and days that have been administratively designated (examples: "Packer" days, homecoming, PBIS dress-up days, etc.). On casual dress days, clothing should be clean, pressed or wrinkle free, not faded or revealing, and not have frayed areas with holes.

Teacher Absences:

Teachers should provide as much advance notice for his/her absence as possible.

For recordkeeping purposes, an Application for Leave form should be filled out on Skyward for any type of time out of the building (including planned or unexpected absences, absences caused by field trips, athletic coaching

duties, appointments, or any other absences which require the employment of a substitute for one or more classes).

If you need a substitute the day of the absence (due to illness, emergency, etc.), telephone Mrs. Seidenkranz between 5:30 – 6:00 a.m.

Substitute Teachers:

A teacher should plan carefully for the time when a substitute teacher must temporarily take over his/her classes. Students deserve meaningful instruction, even if their regular teacher is absent. A substitute teacher needs help in the difficult job of working with students that they may not know, in what may be an unfamiliar building and potentially different course material each day.

Careful preparation for a substitute teacher reflects favorably on the regular teacher and the school as a whole.

The regular teacher can help assure a substitute teacher's success by maintaining an up-to-date substitute folder. This folder should be placed on the teacher's desk or in the top desk drawer of the teacher's desk and should include:

- Seating charts, the class roll, and a daily program of classes.
- Lesson plans to be taught by the substitute or a reference to the location of the lesson plan.
- An emergency lesson plan. (For example, a review drill or enrichment study would be appropriate.) A copy of the emergency lesson plan must be turned into the office by the end of the first week of each quarter.
- A list of students with special needs or medical problems that you are aware of.

Student Conduct

P.B.I.S.

Marion Elementary utilizes the Positive Behavioral and Interventions & Supports (PBIS) program for behavioral education and intervention with students. All teachers are expected to take part in building wide PBIS activities; this includes, but is not limited to: weekly, monthly, and annual incentives, monthly assemblies, building expectations trainings, and regularly updating behavioral data (PBIS clipboards).

Detentions:

Students may be assigned either recess, noon-time, or after school detentions by the building principal or classroom teacher as a deterrent for behaviors which have been repeated and "below expectations."

Student Dress Code:

Students wearing clothing that is objectionable shall be warned by the teacher. If an improvement is not noted, their names will be submitted to the principal for further action.

Any student whose dress or manner of grooming is such as to be a disturbing/distracting influence upon the educational processes of the school or creates a safety or health hazard for themselves or others will not be admitted to class.

Student dress should adhere to the following guidelines:

- Comfortable and safe enough for daily activities.

- Not be a distraction or found to be offensive by staff.
- For safety reasons, shoes or sandals must be worn and must not damage school property. Slippers or other footwear not securely attached to the foot (flip-flops) should not be worn in school unless permitted as part of a special dress day.
- Jewelry that is potentially harmful to students or to school property should not be worn (dog collars, spiked wrist bands or chains, etc.)
- Undergarments should not be showing and bare midriff shirts are not acceptable. Boxers, bras, or bellies should not be visible.
- Clothing that makes reference to alcohol, tobacco, or other drugs is prohibited.
- Clothing that is dirty, torn an inappropriate amount, vulgar, provocative, sexually suggestive, or that promotes immoral or illegal activities is not acceptable.
- The wearing of coats, winter vests, light fabric jackets, jean jackets, or nylon windbreakers is prohibited in the classroom unless permission has been granted by the instructor or by the school nurse.
- Hats, caps, bandannas, headbands, scarves, or other headgear should be removed immediately after entering the building.
- Sunglasses are not to be worn in the school building unless the student has permission for a medical reason signed by a physician.
- Purses, backpacks, book bags, duffel bags, and/or such baggage are not to be taken into the classrooms. (Approval may be granted by the classroom teacher.)
- Skirts/dresses/shorts must be as long as or longer than the hands when fully extended at the student's sides.

Personal Belongings Area:

Elementary students are to keep all personal items in their designated coat hook area; they should not store them in their classroom. It is important that students keep their coat hook areas neat and organized for both health and safety reasons.

Bicycle Riders:

Students are encouraged not to ride bicycles to school until the beginning of the third grade. Older students riding bicycles to school should park them in the designated areas and lock their bicycles to prevent loss.

- Students are expected to ride bicycles to school only as long as they observe the safety rules for bicycle riding. They must not ride them on the school grounds before school, during recesses or during lunch periods.
- After school, bike riders and walkers assemble at the east end of the building and remain there until dismissed (after buses have left.)
- Students should not ride their bikes to school after October 31st. An announcement will be made in the spring when it is safe to resume riding bikes.

Rural Virtual Academy (RVA) Students:

Marion School District students have the option to attend virtual school through our district's partnership with the Rural Virtual Academy.

- Per Wisconsin statute and Marion School District Board Policy, RVA students who are full-time are allowed to attend up to 2 classes each semester in the Marion School District.
- RVA students may attend Marion School Districts field trips with their grade-level peers if that specific field trip is directly related to the course(s) that they are taking in the Marion School District. For example, if an

RVA student is enrolled in choral music in the district, and there is a district-sponsored field trip to a choral performance, the RVA student would be allowed to attend. RVA students are not allowed to attend Marion School District field trips that are not directly related to the courses that they are taking (a maximum of 2) in the district.

- RVA students may participate in athletic and co-curricular activities, per RVA Policy RVA-JECBE. RVA students will be required to complete the RVA Extra/Co-Curricular Participation Form prior to participating.
- The following is a listing of Marion School District co-curricular and other activities of which R.V.A. students are exempt:
 - Academic and behavioral reward trips
 - Student Council (RVA provides a student council for RVA students)
 - Prom Court
 - Senior Trip
 - Field trips not related to classes taken at Marion School District
 - Other trips and activities identified by the Building principal.
- In accordance with RVA policy, Marion School District RVA students are allowed the choice of participating in either the Marion High School or Rural Virtual Academy commencement ceremony.
- Marion School District RVA students who participate in Marion School District courses as a 4K or 6th grade student may also participate in those grades' promotion/commencement ceremonies.

Virtual Learning Attendance

Virtual (at home) attendance of courses in the Marion School District is allowable under the following circumstances:

- mandated by state/local health officials (quarantine or isolation due to a health crisis),
- part of a district approved IHP (Individual Health Plan) or 504 Educational Plan.

Attendance for students utilizing virtual learning will be monitored and enforced consistent with the attendance policies and procedures for students attending the Marion School District in-person.

Other Professional Topics

Parent-Teacher Organization (P.T.O.):

The Marion Elementary Parent-Teacher Organization exists to strengthen the bond between families and the school. The P.T.O. puts a great deal of thought and planning into each of the events that they sponsor. The events are both fun and educational, but frequently require many teacher volunteers to make them happen. **Although P.T.O. events are not contractually obligated, attendance is highly recommended, if you are able to.** Attendance at these meetings is fun, as well as being an excellent way to build rapport with our students and families outside of the classroom.

Building Emergencies (ALICE/SRP - Standard Response Protocol)

Emergency drills (fire, tornado, and intruder) will be held periodically at Marion Elementary in order for our students to maintain familiarity with these procedures in the unlikely event that these serious threats would occur.

Although they are unlikely to occur, it is critical for all adults in our building to treat building emergency alarms with consistency and seriousness in order to set the proper example for our students and to maintain a high level of safety. The importance of proper behavior during emergency drills should be taught and reinforced to our students by the classroom teacher.

In preparation of building emergency drills, teachers are responsible for having:

- accurate, up-to-date fire and tornado evacuation plan posted near the door to their classroom, and
- an up-to-date emergency bag, which includes a working flashlight, an up-to-date student roster, and a red/green laminated paper in an accessible area in their classrooms.

Fire drills will be held at least once a month at Marion Elementary in order for our students to maintain familiarity with this procedure.

Fire Drill Procedure

1. When the alarm sounds – stop work immediately!
2. Walk quietly in an orderly manner out of your classroom. All windows should be closed. The last person out should close the door and turn out the lights.
3. Proceed quickly and quietly to your assigned outside area. Students and staff **DO NOT** need to use the right side of the stairs during a fire drill! They should safely go down both sides of the stairs in order to increase the rate at which the building is vacated.
4. Students are to remain silent and in line while the teacher verifies that they have everyone. Students should be paying attention to their teacher in case of additional instructions during this potential emergency.
5. Once staff has accounted for all of their students, they will hold up their GREEN card for the area leader to see. The area leader will then radio to the building leader, stating that all students in that class are accounted for.
6. If a staff member is missing one or more students, that staff member will hold up their RED card for the area leader to see. The area leader will immediately announce on the radio which student(s) are missing, and all staff will promptly begin to search for the unaccounted child(ren).
7. Students and staff should remain quietly in their designated areas until an “all clear” message is made over the P.A. or radio by the building leader. Once an all clear signal has been made, students and staff should promptly and safely return to their classrooms, and resume their classroom activity.

Fire Drill Exits

East Door (left hand side)		Room 1143-Elandt Room 1149-Jobke Room 1147-Pfeiler
South Door (right hand side).....		Room 1134-Inside Phy.Ed. Room 1152-Grimm Room 1155-D. Roe & O.T./P.T.
Right hand side into lobby and..... out North lobby door		Room 1128-Schroeder Room 1129-Fetting

Down stairs (east door right..... hand side)	Room 1234-Malueg Room 1236-Dalhoe
North door (right hand side).....	Room 1231-Educational Assistants Room 1238-Schuettpehlz Room 1240-Wilson
North door (left hand side).....	Room 1217-Kussman Room 1206-Blum Room 1218-Dombrowski Room 1216-Voight
Through IMC (down West..... stairwell-West door)	Room 1215-Computer Lab Room 1207-Hermsen Room 1208-Lutz Room 1209-IMC
Left hand side into lobby..... (out South lobby door)	Room 1200-J.Roe
North lobby door.....	Room 1127-Music
Down stairwell (south door..... left hand side)	Room 1241-Mielke Room 1239-Messier

Tornado Drills will be held periodically at Marion Elementary in order for our students to maintain familiarity with this procedure.

Tornado Drill Procedure

1. When the alarm sounds – stop work immediately!
2. Walk quickly, quietly, and safely to your shelter area.*
3. A staff member should enter the shelter area first and direct students to the area furthest in the back of the shelter.
4. Students should be seated, back to back, with their knees up to their chest.
5. Once staff has accounted for all of their students, they will hold up their GREEN card for the area leader to see. The area leader will then radio to the building leader, stating that all students in that class are accounted for.
6. If a staff member is missing one or more students, that staff member will hold up their RED card for the area leader to see. The area leader will immediately announce on the radio which student(s) are missing, and all staff will promptly begin to search for the unaccounted child(ren).
7. Students and staff should remain quietly in their designated areas until an “all clear” message is made over the P.A. or radio by the building leader. Once an all clear signal has been made, students and staff should promptly and safely return to their classrooms, and resume their classroom activity.

*If you are suddenly caught in a tornado and unable to get to your designated shelter, take shelter under any type of object that will help you avoid flying glass and objects. For best protection, stay away from windows. Remain near an inside wall on the lower floors and basement areas, when possible.

Tornado Shelter Locations

Area A—Boy’s Locker room downstairs (Use East gym door by kitchen)

- Room 1143-Elandt
- Room 1149-Jobke

- Room 1147-Pfeiler

Area B—Boy’s Bathroom Downstairs

- Room 1241-Mielke (down main stairwell)

Area C—Girl’s Bathroom Downstairs

- Room 1240-Wilson (down main stairwell)
- Room 1239-Messier
- Room 1155-D. Roe & O.T./P.T.

Area D—Girl’s Locker room downstairs

- Room 1152-Grimm(Use West gym door)
- Room 1134-Inside Phy. Ed. (if in small gym)
- Daycare 1226
- Room 1238-Schuettpeitz

Area E—Kitchen

- Room 1231-Educational Assistants (Use East stairwell go in through gym)

Area F—Custodian’s room

- Room 1234-Malueg
- Room 1236-Dalhoe
- (Use East stairwell)

Area G—Men’s Lobby Bathroom

- Room 1216-Voight
- Room 1200-J.Roe
- Room 1212-Speech Room

Area H—Women’s Lobby Bathroom

- Room 1217-Kussman
- Room 1218-Dombrowski
- Room 1206-Blum

Area I—Women’s Locker room & Shower

- Room 1127-Music
- Room 1128-Schroeder
- Room 1129-Fetting

Area J—Men’s Locker room & Shower (All down back stairwell)

- Room 1209-IMC
- Room 1215-Computer Lab
- Room 1207-Hermsen
- Room 1208-Lutz

Bomb Threat Procedures:

In the case of a bomb threat, building evacuation plans will be followed.

Athletics:

Marion Elementary students participate in a wide variety of after-school athletic programs. After school athletics help elementary students develop basic fundamentals of physical fitness, time management, and teamwork. Elementary students can participate in either school-sponsored or non-school sponsored after school athletics, primarily based upon their age. The distinction between school-sponsored and non-school sponsored teams, and the significance of the difference, is as follows:

Non-school sponsored after-school athletic programs: Elementary students who are in 5th grade or younger are in programs that are typically sponsored by the Marion athletic booster club, Marion Mustang Running Club, a 4-H program, some other type of organization that isn't directly affiliated with the school. Even though these teams may practice or hold games on school grounds, these teams or clubs are not overseen by the school district, and its participants are not governed by the district's co-curricular guidelines.

School-sponsored after school athletic programs: 6th grade students who participate in the following athletic programs are doing so as a junior high school athlete; by participating, they have agreed to follow the school district's co-curricular code for student-athletes: football, cross country, volleyball, and boys & girls basketball. Elementary faculty members who work with 6th grade students should be aware of the co-curricular guidelines.

Sunday & Wednesday Night Restrictions:

No school sponsored events are to be held on Sunday or on Wednesday evenings after 6:00 p.m. at any time during the calendar year without prior approval from the school board. Students are to be out of the building at 6:00 p.m.

Guest Speakers/Visitors:

Any guests in the classroom must be cleared in advance with the principal. Upon arrival at Marion Elementary School, all guests must check in at the office so that the administration is aware of who is in the building.

Student Birthday Parties & Elementary Celebrations:

Student birthday parties during the school day may be scheduled, but should not last more than 15 minutes in length. Arrangements must be made for those students whose religious beliefs do not allow them to participate in birthday parties. Teachers who hold parties in their classrooms are primarily responsible for working to ensure that all students have a fair and equal opportunity to participate in the party.

Penny Carnival parties, Winter Holiday parties and Valentine's Day parties are the only other parties that may be scheduled and are no longer than one hour. Any Winter Holiday parties that extend beyond one hour must be approved by the building principal.

Snacks for parties should be furnished by students and/or teachers. Again, arrangements must be made for those students whose religious beliefs do not allow them to participate in such parties.

Book Fines:

Fines are to be assessed if books show abuse such as; broken covers, excessive writing on pages, pages covered in ink or pencil, water-soaked covers or pages, torn covers or inside pages. etc. A fine is to be levied if, in the teacher's opinion, more than one year's use has been taken out of the book by the student.

The minimum fine is \$0.50. The maximum fine is the present value of the book.

The following guide may be useful to you in determining proper use:

Condition at the Start Of the School Year:	Condition at the End Of the School Year:
100%--1 st year-new	1 st year—excellent to good
80%--2 nd year-excellent to good	2 nd year—good
60%--3 rd year-good	3 rd year—good to fair
40%--4 th year-good to fair	4 th year—fair to poor
20%--5 th year-fair to poor	5 th year—poor to unusable

The percentage column represents the percentage of the new book price that is to be charged to the student in case of loss or excessive damage to a book, which would make it unusable to students the following year.

No fine shall exceed the value of the book, nor shall fines be assessed for books which have proven to have defective bindings. Sometimes all of the books of a particular set simply do not hold up.

Book fines must be paid before report cards will be issued.

Book fines should be collected by the teacher whenever possible. Fine reports and money should be turned into the office before or on the last day of school. If the collection is left to office personnel, the list of fines, etc. should be accompanied by the specific reason for the fine.

Marion Elementary School Certified Staff Handbook

Acknowledgement Form

2025-2026

My signature indicates that I have received, read, and understand the 2025-2026 Marion Elementary School Certified Staff Handbook. I agree to comply with the rules and regulations in this handbook. I understand that failure to do so will result in reasonable consequences.

First and Last Name: _____

Signature: _____ Date: _____