

# Howard Elementary School

“An Apple Distinguished School”

## Family/Student Handbook



700 Howard Ave.  
Eugene, Oregon 97404  
541-790-4900

[www.howardelementary.org](http://www.howardelementary.org)



Dear Parents:

It is our pleasure to welcome you to the Howard Elementary School, a place where families and community members gather regularly to support, celebrate, and honor the diverse achievements of all our children. The entire Howard staff hopes to make this school year one of the most productive and enjoyable years your child will experience. With the caring guidance of dedicated staff, our students will make academic gains while developing persistence and personal responsibility, qualities that are the cornerstone of life long learning. We are a family, bound together through affection and shared goals, and there is a place for everyone at our school.

Raising and educating children can be a challenging task. As such, we welcome your partnership in the important job of educating the children of our community. Continuous communication between home and school is paramount to the success of our educational program. As parents, you are encouraged to be actively involved in your child's education by talking to your child about school, volunteering whenever possible, and participating in the Howard Parent Teacher Organization. This partnership will help contribute to our students' mastery of the core curriculum while shaping our young people into considerate and responsible citizens. We look forward to celebrating with you the achievements of our students.

The Howard Family Handbook is written to share important information regarding school policies and procedures. Please read it carefully and share the information with your child.

We look forward to joining with each of you as we work to provide your child with the best possible education. Please feel free to contact us with questions, comments, or praise.

Sincerely,

The Howard Staff

# **Howard Elementary School**

## **School Motto**

*“Read, Think, Learn, & Grow”*

## **School Mascot**

*Road Runner*



## **School Colors**

*Navy & White*

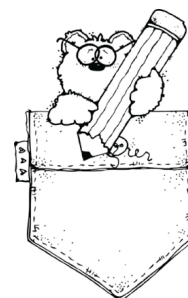
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## SCHOOL TIMES

Howard office hours are from 7:30 AM until 3:30 PM each day school is in session.

	<u>Begin</u>	<u>Dismiss</u>
Grades 1 – 5	7:55 AM	2:05 PM
Kindergarten	7:55 AM	12:05 PM



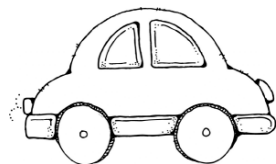
## EARLY RELEASE DAYS

Early Release days are scheduled EVERY WEDNESDAY to provide time for teachers to prepare for lessons, review student work, or collaborate with one another regarding curriculum and/or best practices. Time spent collaborating as a staff can provide valuable insights between and across grade level teams. The planning time and collaboration opportunities provided through early release days support our efforts toward continually increasing student achievement.

On early release days, all classes are dismissed at 1:05 PM. Kindergarten is scheduled from 7:55-12:05. The regular school day has been lengthened to compensate for the time lost on early release days. Advance notice is announced in newsletters and on the school calendar located on our website.

## ARRIVAL AND DISMISSAL

Children should not arrive at school more than 5 minutes before doors open, as there is not supervision until 7:25 AM. School personnel are on duty and providing supervision from 7:25AM – 7:55AM. For safety reasons, it is the parents' responsibility to see that children do not arrive earlier than 7:25 AM. Bus students are supervised from the time they arrive until 7:55AM. Upon arrival, students should go directly to the cafeteria, for breakfast, where supervision is provided.



All students will be dismissed at 2:05 PM (1:05 on Wednesdays) and should proceed directly to the buses, or the parent pick up area in the front of the school, for boarding. Students walking home should honor crosswalks and follow the guidelines set forth by the crossing guard. Children should not remain at school after their regular departure times. Supervision is not available unless a student is participating in a scheduled after-school activity.

Students are not permitted to leave campus at any time, including lunch or recess, without permission from the school and parents. Parents may check a student in or out of school at the office.

## STUDENT ATTENDANCE

Regular school attendance is vital for a child to derive full benefit from the instructional program. The Howard Elementary School attendance policy makes it necessary for parents to provide a reason for each child's absence on a daily basis. **Therefore, when your child is absent, please phone the school office prior to 8:30AM on the day of the absence.**

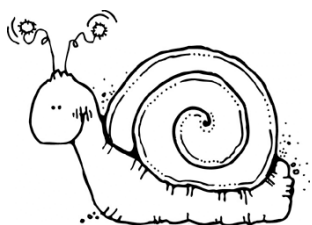
If a child is absent, and the school has not received notification of the absence, office personnel will call home. In addition, an auto dialer will be activated at 8:30 AM notifying parents/guardians of their child's absence. Parental assistance in notifying the school of an absence will help us account for each child in an efficient and timely manner.

### **Extended Absence:**

If a child will be absent for five or more days, it is important that you contact both the classroom teacher and the school office. Making the teacher aware of the absence at least ONE WEEK PRIOR to the absence allows the teacher time to prepare make-up work. Collecting work prior to the absence also allows the child to complete work that will be assigned during the absence, minimizing loss of instruction and helping the child to “pick up” with the class upon his/her return. Completed make up work should be submitted no later than one week following the child’s return to school.

### **Tardies:**

Students arriving after 7:55AM should be escorted to the office and signed in.



Please understand that state regulations require students with excessive absences or tardies be reported to county agencies. Following a child’s eighth half day absence or tardy during a 4.5 week period, an attendance letter will be sent home. If attendance concerns persist, a second letter will be issued along with a more stringent enforcement of the state truancy law.

In an effort to provide consistency among staff regarding the documentation of student attendance records, the following general guidelines have been established:

Morning Tardy:	arriving between 7:55AM-8:55AM
Morning Absence:	arriving after 8:55AM
Afternoon Tardy (early dismissal):	leaving between 1:05-2:05PM
Afternoon Absence:	leaving before 1:05PM

### **EARLY RELEASE OF STUDENTS**

To maintain the flow of instruction, leaving school early is discouraged. We realize, however, there are times when leaving early is unavoidable. If an early dismissal is required, youngsters must be picked up by a parent and signed out in the office. Teachers are instructed not to release a child unless told to do so by the office. Students may be released only to parents or an authorized representative of the parents. Authorization must be in writing or via a phone call to the school. Adults picking up students during the regular school day are asked to do so through the school office. Office personnel will call the child’s classroom and the student will be dismissed to meet the adult in the school lobby.

It is not reasonable for us to release a child to walk home alone during school hours. If a child is ill or has an appointment, we expect an authorized adult to pick him or her up at school and sign the release book.

### **COMMUNICATION**

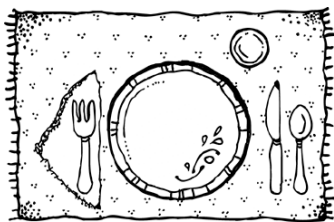
Parents can look forward to a school wide newsletter, published monthly September thru May. Newsletters are available in both English and Spanish and are emailed to families the first Friday of the month. As such, it is important that the school has a current email address on file. Should a family not have an email address, or access to the Internet, hard copies are still available via the classroom teacher or the front lobby.

In addition to a school newsletter, each teachers hosts a class website that contains pertinent information regarding classroom happenings, class newsletters, web-links for learners, homework/classwork, and/or photos, etc.

Teachers can easily be reached via email. Email links for all staff, along with links to class websites, can be found at [www.howardelementary.org](http://www.howardelementary.org).

### **LUNCH PROGRAM**

Hot lunch is available for \$2.10, including milk. Free and reduced price (\$.40) meals are available for those who qualify. Forms can be picked up at the school office. Regular milk or chocolate milk can be purchased for \$.50.



Prepaid lunches are preferred. Prepaid lunches need not be eaten on consecutive days. It is suggested that parents pay for a block of lunches by check made payable to 4j Nutrition Services. Checks may be left in the office for kitchen staff. Students who do not have money in their account will be given one lunch credit to be repaid at the parent's earliest convenience. When children forget their lunch money, or cold lunch from home, they can call home to request a parent bring food or money to school. If the child is unable to reach his/her parent, an "emergency lunch" consisting of a cheese sandwich, fruit/veggie and milk will be provided at no charge. To assist in communication, students who have a negative lunch balance will receive a fun stamp on their hand indicating as such. We are hopeful this communication with parents will minimize students needing an "emergency lunch".

Students at Howard enjoy a 30-minute lunch/recess break. This break allows 15 minutes for mealtime and 15 minutes of play. To ensure student safety, classified personnel supervise student activities both in the cafeteria and on the playground. Classified supervisors have the same authority as the classroom teachers and are responsible for the conduct of students while on duty. They sincerely care about our students. Listening to, and respecting their direction, will support our efforts to provide students with an enjoyable lunch break experience.

### **Outdoor Recess:**

To safely monitor students during lunch/recess, our general practice is to require that all children go outside for recess. If special circumstances necessitate, a written request (preferably a doctor's note) to have a child remain inside must be presented to the teacher/office. Arrangements may then be made for the child to go to another classroom, or the office, during recess time.

### **Lunch Menus:**

Monthly lunch menus are posted on line ([www.4j.lane.edu/schools/howard](http://www.4j.lane.edu/schools/howard)) at the beginning of each month. Students bringing their lunches from home may also purchase milk.

For safety and environmental reasons, we ask that students not bring glass bottles to school.

### **Breakfast:**

Free breakfast is provided each morning for all students. Breakfast runs from 7:25-7:55.

### **VISITORS**

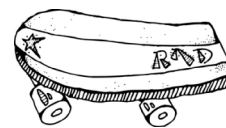
Parents and community members are always welcome at Howard Elementary School. Arrangements for classroom visitations should be made in advance with the classroom teacher. Drop-in visits, even for a few minutes, can interrupt the flow of instruction and are unfair to the children and their planned program. For everyone's safety, all visitors must report directly to the school office to sign in and receive a visitor's pass. Staff/students have been instructed to politely redirect visitors without a visitors sticker to the office for a proper sign in.

## **CHILD CUSTODY**

Please provide child custody and/or guardianship documents to the school office to be kept on file.

## **BICYCLES, ROLLER BLADES, AND SKATEBOARDS**

A bike rack is available for students who ride a bicycle to school. If riding a bicycle, state law requires students to wear a helmet. Once on campus, bikes should be walked to the storage area. Locking bikes to the rack is recommended. As per city ordinance, skateboards and roller blades are not permitted. Please understand that the school is not responsible for lost or damaged items.



## **HELMETS**

When riding bikes, scooters, or skateboards to school, safety is important. Please be sure your child has a properly fitting helmet and wears it while riding. Not only is it the law, but it will also protect your child from serious injury should an accident occur. We take your child's safety seriously. As such, students that come to school without a helmet will be required to leave their bike, skateboard, or scooter with the principal until a parent is able to retrieve the item or bring a helmet.

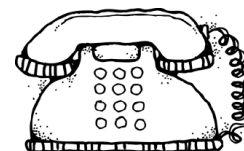
## **ELECTRONIC DEVICES**

ipods, MP3 players, video games, laser pens, and other entertainment items should not be brought to school. Similarly, electronic devices such as cellular phones are not permitted at school. If keeping cell phones at home poses a problem, please contact the school principal to discuss a workable solution. These items are not conducive to learning and should remain at home.

## **MESSAGES**

Parents are encouraged to send notes to school with their children rather than call to leave messages. The following procedures will be observed for the delivery of messages:

- To protect valuable instruction time, only messages of extreme emergency will be delivered to students during class time;
- Messages received before lunch times will be placed in teachers' mailboxes, or sent via email, for delivery after lunch;
- We cannot guarantee that messages called in 10-15 minutes before dismissal time will reach students. Still, rest assured, we will do our best.



## **PARENTS COMMUNICATING WITH THE SCHOOL**

Parents are urged to communicate with the school. When you are pleased with the actions of a staff member, let him or her know. Conversely, if you have a problem regarding your child, every effort should be made to resolve the problem directly with the staff member involved. If the problem cannot be resolved, the matter should be referred to the principal (refer to "Problem Resolution" below).

## **PROBLEM RESOLUTION**

### **Commendation and Criticism of Employees**

The board encourages citizens to communicate directly with members of individual school staffs and with district-level personnel on matters pertaining to the operation of the public schools. General comments, questions or concerns about the district can be directed to the Community Relations Office at 200 North Monroe or to an individual school office if the matter concerns a particular school. Both commendations and constructive criticisms are welcomed by the board and should serve to keep communications open between the schools and the citizens of the

community. When commendations are received by the administration concerning specific schools or employees, the commendation will be shared appropriately with staff, i.e., personal contact, note, media release, etc. When complaints about district employees are received, the board believes that they should be handled fairly and with concern for the rights of the people involved. Every effort should be made to resolve a complaint initially with the person who is directly involved in the matter resulting in the complaint. To ensure prompt attention to complaints and fair treatment to involved parties, the following process has been approved. District administrators and supervisors are responsible for informing the public about this complaint process:

1. School Level: The responsible administrator shall encourage any parent, student, or other person who has a complaint about a district employee to discuss the complaint directly with the employee in confidence and not in the presence of others. If the parties do not resolve the complaint informally, the complainant or the employee may submit the matter to the principal (or to the immediate supervisor when the employee is not directly assigned to a school). If the principal or supervisor determines that the complaint may have validity and could affect the person's employment, a conference will be scheduled so that both parties can present information concerning the complaint. When the complaint is judged to be invalid or regards a less serious matter that would not affect employment status, the principal or supervisor may attempt to resolve the complaint without a conference attended by both parties and shall exercise discretion as to whether to share the complaint with the employee.

However, complaints deemed invalid or less serious may later be deemed valid and to affect employment by nature of subsequent complaints of a similar nature.

2. District Level: If the complainant or the employee is dissatisfied with the decision rendered at the school or department level, either person may, within fifteen (15) school days, submit that complaint in writing to the superintendent. The superintendent or his or her designee will investigate the complaint. As part of the investigation of the complaint, the superintendent or designee may invite the employee and the complainant to a conference in an effort to resolve the conflict. Following investigation, the superintendent will render a decision. In arriving at his or her decision, the superintendent will consider the nonbinding recommendation of a designee if one has been appointed to investigate the complaint. Refusal of any party to the dispute to attend a conference shall not prohibit the superintendent or designee from meeting with other parties to the dispute or from making an independent judgment about the validity of the complaint.

3. Board Level: If the complainant or the employee is dissatisfied with the decision of the superintendent, he or she may within ten (10) school days file a written, signed complaint with the Board of Directors in care of the superintendent. The superintendent shall provide the board with copies of the complaint. If the board decides to provide the complainant or employee with an opportunity to be heard, the date will be set and concerned parties will be notified. The board will discuss a complaint against an employee only in executive session, as provided in ORS 192.660 (1)(b) unless the employee requests the matter be discussed in open session.

#### **Complaints Made Directly to Board Members**

When a complaint about an employee is made initially to a board member or to the Board of Directors as a whole, the complaint process shall be explained to the person and he or she will be encouraged to follow procedures.

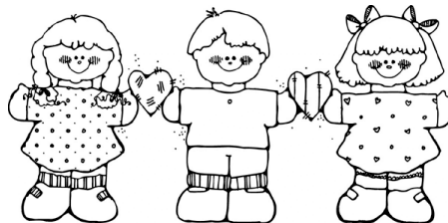
#### **EMERGENCY SCHOOL CLOSING**

On rare occasions, an emergency closing of school may be necessary. Should this occur, parents and students have several ways to learn about weather-related school closures in Eugene; the district website ([www.4j.lane.edu](http://www.4j.lane.edu)), text message alerts (see the district website for details),

KRVM-FM, and other local TV and radio stations. If there is a change in the school schedule or bus routes due to inclement weather, Eugene School District 4J will announce that buses are on snow routes, that school is delayed two hours, or that school will be canceled. If school is in session and on regular schedule, the district will NOT make an announcement. Once school is in session, should the routine of the normal school day be altered, we will initiate the phone auto dialer and email system notifying parents of the change in routine. As such, it is important that the school has current contact information, particularly phone numbers and email addresses.

### **EMERGENCY DRILLS**

Howard Elementary School conducts emergency drills throughout the year to practice evacuating the building in case of fire or other emergency. Procedures are in place for evacuating the school and for securing students inside the school should an emergency situation arise. We caution children to treat all drills with great seriousness. Each teacher provides students with emergency procedure instructions during the first week of school and reviews procedures periodically throughout the school year.



**All staff members, students, and visitors are expected to participate in the drills.**

### **STUDENT MEDICATION**

School personnel are not permitted to give medication of any kind without a completed *Eugene 4j School District Medical Authorization* form signed by both a parent/guardian and a physician. This prohibition includes cough medicine, aspirin, or any over-the-counter medication, as well as prescription medication. We will not make any change in the dosage or time indicated on the form, so accuracy is important. If a change occurs, a new form must be completed. Authorization is good for one year only, and a new form must be completed each year. No medication, prescription or non-prescription, may be transported by a student, or be in the student's possession while at school. Medication will be administered under the supervision of our school nurse, health office aide, or secretary. Please note that all medication must be brought to school in its original container.

Students *are* permitted to carry inhalers without a prescription of the completion of a medical authorization form.

### **HEAD LICE, RINGWORM, AND OTHER COMMUNICABLE DISEASES**

From time to time, we have cases of head lice, ringworm, or other communicable diseases among students. All undiagnosed rashes are treated as a communicable disease. If a communicable disease is discovered at school, the student's parent is contacted and the child is picked up from school. A notice may be sent to all members of the child's class.

To assist the school in minimizing communicable diseases, your help in checking your child on a regular basis is greatly appreciated. Please contact the school if head lice, ringworm or other communicable diseases are found.

### **LOST AND FOUND**

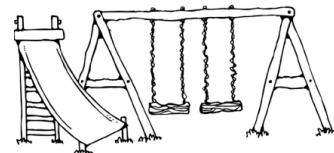
A lost and found box is located inside the front entrance just past the red double doors. Students should check the box frequently. Valuables, such as glasses, money, or jewelry are turned in to the office. Please inquire with the office if valuables are lost. Periodically, the "Lost and Found" will be emptied and the items displayed before being boxed for donation. Labeling children's belongings will help keep the items in the "Lost and Found" to a minimum.

## **TRANSPORTATION**

School bus drivers have a tremendous task and responsibility. They must always be conscious of their driving while simultaneously supervising a busload of students. For safety reasons, children are expected to be well-behaved exhibiting respect to both the driver and fellow bus riders. Children who display poor behavior may be denied bus privileges. To ensure the safety of all, please impress upon your child the need to behave while on the bus.

## **PLAY STRUCTURES**

Howard play structures are available for student use during supervised recess times. Since supervision of the playground is not provided before or after school, play structures are off limits during these times. The only exception to this rule would be for students enrolled in the BEST After School program while under the supervision of their personnel.



## **PARKING**

We kindly ask that visitors to the school use the parking lots and **DO NOT PARK** in the bus lanes located in the east lot. Similarly, we ask that you do not leave vehicles unattended if they are not parked in a designated space. These areas are reserved for student loading/unloading by both school buses and parents. Please remember that handicap parking is reserved for vehicles with authorized handicapped permits, only.

## **CLASS PARTIES**

Class parties are left to the discretion of the classroom teacher. However, it has been customary to have three classroom parties each year. These parties have been held to coincide with Halloween, winter break, and Valentine's Day.

## **BIRTHDAY PARTIES**

Birthday parties are not celebrated at school. With teacher permission, parents may provide a store bought "treat" with the expectation that celebrations do not interfere with the instructional program. Please contact the teacher before sending or bringing any treats to school. In accordance to 4j's Wellness Policy, "sugary treats" are not permitted. A positive alternative to treats are fun pencils, erasers, note pads, etc. Another suggestion would be to donate a book to the classroom, in the birthday child's name.

## **REPORT CARDS**

Elementary schools in Eugene 4j District use a checklist and narrative reporting system to communicate student progress to parents. Parents can expect report cards two times during the school year. Report cards reflect student progress over an eighteen-week period. Please refer to the calendar for dates that report cards are sent home. Parents should sit down with their child(ren) and review the reports together celebrating accomplishments while offering gentle words of encouragement for areas that need improvement.



Parent-teacher conferences are held midway through the first semester. We encourage parents to attend parent-teacher conferences. It is extremely important that you become involved in your child's education. We want you to be well informed about Howard Elementary School and what we are doing for your child. Any time you have a concern regarding your child's progress, we encourage you to contact your child's classroom teacher.

## **CURRICULUM AND INSTRUCTION**

The Eugene 4j School District follows the Oregon State Board Adopted Standards for language arts, mathematics, and science instruction. Teachers are expected to teach to these standards while keeping in mind the needs of each individual student. While state standards guide content,

instructional strategies and delivery methods vary widely depending on teaching/learning styles. Through varied and enthusiastic instruction, it is our goal to address the standards while offering a challenging and interesting curriculum that captivates students. One way Howard is addressing this goal is through the immersion of technology and digital tools into everyday teaching and learning.

### **Technology Immersion:**

Howard Elementary boasts a Technology Immersion program that is recognized as an Apple Distinguished School. We are the only school in Oregon to implement a building wide 1:1 technology infusion model in which each student has his/her own laptop. With this digital tool comes a great deal of responsibility. Student and parent training are key components to ensuring the safe handling of this expensive hardware. Responsible use of the Internet and other web-based resources is also expected. The use of laptops is a privilege and one that can be lost should technology violations occur.

### **ASSESSMENT STRATEGIES AND TESTING**

A variety of strategies are utilized to assess student learning including individual work samples, performance-based assessments, projects, teacher observation, homework, quizzes, and tests.

### **Oregon Assessment of Knowledge and Skills (OAKS):**

The Oregon Assessment of Knowledge and Skills (OAKS) test is a standards-based test administered to every student in grades 3-5. This state-mandated test compares individual performance against a set of state adopted standards. The OAKS assesses reading and mathematics. In addition, fourth grade students participate in a writing component while fifth grade students taking a science exam. Test results, which are communicated to parents by the district, are used to measure student learning and improve instruction.

### **EasyCBM:**

EasyCBM is an assessment tool that is utilized by all elementary schools in Eugene 4j. EasyCBM provides regular assessments in the areas of reading and mathematics that assist teachers in charting progress and making informed instructional decisions.

### **FIELD TRIPS**

The surrounding metropolitan area has an abundance of mind-improving places to assist in educating children. Each classroom is encouraged to take field trips during the year that both reinforce and enrich the content standards. Before a child is allowed to go on a fieldtrip, we **MUST** have a signed, permission slip from the child's parent or guardian. Handwritten notes cannot be accepted. If permission slips are not returned, your child will not be allowed to participate in the field trip. Parent/Driver forms for field trips must be renewed each year and must include copies of the driver's insurance policy showing a minimum of \$100,000 coverage and a driver's license. Forms may be obtained from, and returned to, the office where they are kept on file.



Eugene 4j School District policy states “fingerprint clearance should be obtained for all volunteers who may supervise students without the immediate presence of a school employee, i.e., overnight chaperones, drivers supervising field trips.” The fingerprinting process begins with the classroom teacher and is paid for by the volunteer. The process may take several weeks, so planning ahead is advised.

Teachers may ask for donations to help defray the cost of fieldtrips. Donations are greatly appreciated and support our efforts to expand our children's classrooms beyond our four walls.

As always, please contact your child's teacher should fieldtrip donations pose a problem for your family.

### **TEXTBOOKS**

Textbooks are the property of the Eugene 4j School District and are checked out to each student on a loan basis. The student's name and general condition of the book will be placed inside the front cover. A student will be responsible for paying full price for a lost textbook, or for any damage assessed by the teacher for ink marks, torn pages, etc.

### **LIBRARY**

Howard has an excellent library that we encourage children to use frequently. Please urge your child to bring library books home on a regular basis. Reading with your child is an excellent way to spend time together while reinforcing important reading skills. Studies show that children who have been read to often develop a great love of reading. You can help by reading to your child, or listening to him or her read, daily. Checking out library books can also teach children responsibility. Children are expected to take care of the school's books and return them on time. Should a student have an overdue book, his/her check out privileges will be limited and/or denied. To help defray the cost of book replacement/repair, students will be charged for lost or damaged books.

### **SCHOOL SUPPLIES**

While basic supplies are provided, parents are asked to purchase classroom supplies at the beginning of the year and as needed throughout the year. Should this pose a problem for your family, please contact your child's teacher and alternate arrangements will be made. To increase the longevity of materials, children should treat them with gentleness and care.



From time to time teachers and students may wish to order additional classroom materials or educational publications such as weekly current events publications. The fees charged for these additional items are paid on a voluntary basis. Again, please contact the teacher if this presents a problem for your family.

### **HOMEWORK**

The staff at Howard Elementary School view homework as an integral part of the instructional program. As an extension of the classroom, teachers expect children to have a basic understanding of the work assigned. To teach responsibility, we expect students to complete class work and homework on time. However, if your child does not understand the assignment, or fails to accomplish the task because of difficulty, please write a note to the teacher informing him/her of the problem. Parents will be notified if incomplete homework becomes a problem.



Individual student capabilities, and demands upon time, are factors to consider when applying the following suggested homework-time guidelines (approximately 10 minutes per grade level). These suggested times are in addition to independent reading (picture or chapter books) that may be assigned by individual teachers.

<u>Grade Level</u>	<u>Daily Homework Time Guidelines</u>
K-1	10-15 minutes
2-3	20-30 minutes
4-5	30-40 minutes

Kindergarten homework assignments should stimulate students to talk often with their parents/guardians. Parents/guardians should be encouraged to read to their children.

Homework assignments in grades 1-3 should promote the development of skills and encourage family participation.

In grades 4-5, homework should continue to reinforce skill development and encourage family participation. Assignments should help develop good personal study habits and may include occasional special projects. Teachers should instruct students on how to develop good study techniques and habits.

Occasionally, special long-term projects are assigned to coincide with units being studied in school. Please talk to your child about these projects and share the adventure of learning new and interesting things. Your assistance in helping your child plan and budget time for extended projects is requested.

Staff is aware that at times family routines, emergencies, or special occasions prevent the completion of a specific day's homework assignment. At these times, please write a short note requesting that the teacher allow the student an extra day to complete the assignment. If the teacher receives too many notes of this nature, it may necessitate a teacher-parent-student conference.

### **Helpful Homework Guidelines:**

Home and school do not operate independently. Staff believes the following guidelines will help your child gain the maximum benefit from his/her school experience and from the schoolwork brought home.



Homework requires an investment in time, effort, and energy to work effectively. We encourage you to make this investment, as it will result in more quality learning and improved school performance.

1. **Set a definite time for study each school day which meets these conditions:**
  - a. Primary age children must have parental help with homework assignments.
  - b. Plan a time that will not be interrupted.
  - c. Set both a starting and an ending time. Some children may find using a timer helpful.
  - d. Have other material available, such as reading books, for use when a child completes his/her assignments prior to the end of the established time. Children must be working from the start to the end of the established time avoiding the temptation to rush through work to do a preferred activity.
  - e. Keep the child's attention span in mind when planning the length of study time. Young children may do better with two short study periods as opposed to one long one.
  - f. Give the child some relaxation time after school prior to the start of the study session.
2. **Provide a proper place for study.**
  - a. All students need a work area that is well lit and has a hard surface upon which to write.
  - b. Research shows that some children produce their best homework when low levels of background music are present in the work area. This music should not be loud enough to disturb their concentration.
3. **Provide materials needed for completing assignments.**

- a. Pens/pencils, paper, a ruler, graph paper, crayons/markers, a computer, etc. depending on the child's age and ability.
- b. Older students may need to make trips to the library or access the Internet to locate resource materials.
4. **Help your child organize school materials.**
  - a. Provide some type of organizational tool such as a notebook, folders, storage containers, etc.
  - b. Have your child keep all returned assignments until you check them.
5. **Help your child make a daily list of homework assignments.**
  - a. Provide a specific place for your child to list all homework assignments.
  - b. Parents should develop the habit of checking this list daily.
  - c. Provide a blank calendar for older children who will have to contend with long-range assignments, such as book reports or projects, and outside commitments.
6. **Provide support when your child becomes discouraged.**
  - a. Help your child find the solutions to difficult assignments without telling him/her the correct answers.
  - b. Sometimes a short break in the midst of a difficult assignment will help to clarify the problem.
  - c. Do not hesitate to contact the teacher should your child have repeated problems with the difficulty of homework assignments.
7. **Help your child to understand the difference between studying a subject and completing an assignment.**
  - a. Help your child read and reread textbook materials to gain basic information.
  - b. Have children correct errors on returned work, quizzes, or tests.
  - c. Encourage older children to take notes during class sessions.
  - d. Have children review problems, work sheets, notes, and text information before taking quizzes or tests. Do not wait until the last minute to prepare for tests/quizzes. Studying in small doses several consecutive nights is recommended.
  - e. Emphasize to your child that there is more to studying and learning than completing assignments and turning them in.
8. **Encourage your child to read for pleasure at every opportunity.**

### **BEST AFTERSCHOOL PROGRAM**

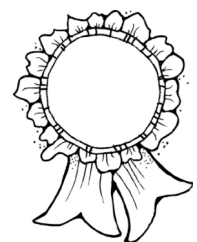
It is our goal to develop a rich after school program offering students a wide range of opportunities that support academics and touch upon a variety of interests and talents. Because our program focuses on academics first and foremost, enrollment in the BEST program is by invitation, only. The program includes 60 minutes of targeted academic interventions followed by enrichment activities and a meal. The program runs M, T, Th, and F from 2:15-5:15.

### **OPPORTUNITIES FOR STUDENT LEADERSHIP**

The Howard staff aspires to offer students a variety of opportunities designed to develop leadership skills. One such program is Student Service in which students take an active role in making decisions involving school-wide events in addition to organizing community service projects benefiting both the school and community at large. Student leadership opportunities change often and reflect the needs of the school and our community.

### **STUDENT RECOGNITION**

A program of positive reinforcement is used to encourage and recognize good citizenship and responsible behavior. It must be remembered that the vast majority of students obey all school rules all the time. It is our goal to reinforce their understanding of the connection between demonstrating self-discipline and positive results of following the rules. The school has in place several recognition programs,



both school-wide and in the classroom, as a means to teach and reinforce positive choices and responsible behavior.

- **Be Good for a Sub:** school wide; behavior while a guest teacher is in the classroom for a full day. The substitute records the names of excellent students. Upon the teachers return, s/he draws one name to receive a Subway sandwich coupon.
- **Caring Majority:** school wide; staff members will look for students who are serving as a part of the “caring majority” by standing up to others who are exhibiting bullying behaviors. Students who:
  - Stick up for a friend
  - Refuse to join in when someone is being treated badly
  - Not spreading a rumor/stop the spreading of rumors
  - Getting adult assistance during a bully situation
  - Making an effort to assist a rejected or lonely student
  - Saying, “We don’t treat people like that at our school.”....will be recognized by having a letter sent home and their picture placed on a bulletin board.
- **Perfect Attendance** (no absences, tardies, or early dismissals) school wide; to be done at the end of the year
- **Excellent Attendance** (student is allowed up to 3 “infractions” on their attendance record including absences, tardies, and/or early dismissals) school wide; to be done at the end of the year
- **Beep Beeps:** school-wide; teachers are invited to give students Beep Beeps for recognition of following the school rules ~ being safe, kind, and responsible. There are weekly drawings and students have a chance to select a prize from a large selection of small trinkets.
- **Ship Shape Desk Award:** school-wide; one day a week, a number will be drawn during morning announcements. A student in each class, who represents this number, will have their desk checked by the classroom teacher. If the desk is ship shape (neat and organized), s/he will receive an award.

### **SUPPORT SERVICES**

The Learning Center, Title Program, and English Language Learner (ELL) Program are designed to help students with exceptional needs. To be eligible, a child must demonstrate learning needs that require services beyond those provided by modification of the regular school program. The procedure for placing students in a special program begins with the classroom teacher or parent. If you have concerns, please discuss these with your child’s teacher.

#### **Psychologist:**

The district psychologist assists the Individual Education Plan Team in developing programs for referred students and assesses students for placement in special programs. The psychologist is at Howard school approximately two days a week, depending on need.

#### **Nurse:**

The nurse verifies immunizations, acts as a resource for the teachers and the IEP team, develops medical plans for students with unique healthcare needs, as well as screens students for physical problems. She also serves as our health expert and takes an active role in teaching children about nutrition, good health habits, and hygiene. The nurse is at school one day per week.

### **Health Office Aide:**

The health office aide works in the nurse's office one day per week, at the most.



### **Speech and Language Therapist:**

This specialist assesses children who may have difficulty communicating. The speech and language therapist provides therapy for the students identified as having speech and/or language problems.

### **Intensive Positive Behavior Support Team (IPBS):**

Staff or parents may refer students having behavioral difficulties (making good choices, peer interactions, making friends, etc.) to Howard's IPBS Team. The IPBS team meets regularly to monitor student behavior, review data, collaborate on interventions, and develop assistance plans for those children who have been referred. The IPBS consists of several teachers, the principal, district behavioral specialist, and the school psychologist.

### **Check in Check Out (CICO):**

CICO is a program designed to provide students with daily adult contact, both at the beginning and ending of the day. Goals are established for each student and documented on individual CICO cards. Cards travel with the student throughout his/her day with staff reinforcing positive choices and re-teaching when necessary. Students are rewarded for meeting their goals.

### **SCHOOL SITE COUNCIL**

The Howard Elementary School Site Council, a governing body within our school, is composed of parents and school employees (both certified and classified) who are elected for a two-year term of office.

The main purpose of the Site Council is to monitor the progress of the School Improvement Program (SIP) and to modify it, if necessary, in order to provide the best possible program for students. Monitoring is accomplished through reports from staff who are members of various building level teams designed to address the goals set forth by the Council, along with data gathered through academic assessments, surveys, etc.

The Council meets once a month at the school. Although only elected members of the council may vote, all interested persons are invited to attend.

### **ANIMALS**

Animals may be brought into the classroom for educational purposes, or for "show and tell", providing prior permission has been granted by the classroom teacher and building principal. In such instances, animals should be appropriately housed and properly handled to ensure the safety of both the animal and the students. When planning your pet's visit, please be sensitive to allergies and possible fears others may have toward particular animals.



### **PARENT VOLUNTEERS**

We are always in need of parent volunteers and encourage your involvement. Giving your time and talents to the school is a great way to support your child's education while communicating to your son/daughter the importance of learning. We realize busy schedules can hinder one's ability to spend time at school. Still, you can show your support by talking to your child about school, spending time together reading, and reviewing schoolwork. A positive and cooperative attitude toward your child's education is contagious. Your support signifies to your child the value you place on education.

## WORKING TOGETHER – THE HOME/SCHOOL CONNECTION

Howard School depends on the cooperation and support of the home to help make an ideal environment where children can learn and grow. Students, staff, and parents share responsibilities so that this can occur. We expect that:

**Students** will respect the adults who supervise them and their classmates, maintain regular attendance, follow all school rules, and strive to do their best.

**Staff** will follow the goals, objectives, and guidelines of our school, implement best practices, safely supervise and care for our students, and evaluate programs aimed at the improvement of education.

**Parents** will encourage their children to study, support school goals and programs, ensure regular and punctual attendance and participate, whenever possible, in school activities.

### APPROPRIATE DRESS

We expect children to come to school dressed appropriately for learning. Clothing should be comfortable, clean, and not a distraction to others. The following guidelines are based upon the idea that grooming and attire should coincide with the importance we place on learning:

- Shirts with inappropriate language, logos or words that promote alcohol, drug, gangs, violence, tobacco, bigotry, or contain sexual connotations are not permitted;
- The midsection and underclothing must remain covered. Pants must be worn at the waist;
- No students shall wear articles of clothing, jewelry or accessories, which, in the opinion of administration, could pose a threat to the physical well-being and safety of the student or others;
- Wearing apparel or makeup, which disrupts the classroom, is prohibited ~ this includes sunglasses;
- Hats may be worn;
- Hoods may be worn outdoors for warmth, but must come off once inside the building;
- No bandannas are to be worn on campus or hang in pockets during the school day.



Here are some examples of inappropriate attire:

- See-through, fishnet blouse/shirt or bare midriff;
- Skirts or shorts shorter than mid-thigh (\*finger tip) length;
- Swim/beach wear;
- Chain of any kind (such as wallet chains), clothing or jewelry with protrusions that could be considered dangerous or unsafe

\*Should not be shorter than the point where a student's fingertip rests when extended beside the leg.

Finally, we expect students to wear clothing appropriate for the weather. We go outside for recess every day, except during rainy weather. Sweaters, jackets, and other outside gear should reflect the weather.

### HATS & HOODS

To provide shade, students may wear hats outdoors, during recess. Hats are permitted indoors, unless they become a distraction and interfere with learning. Hoods can be worn to provide warmth while outdoors. However, once indoors (including fieldtrip excursions), hoods must be removed.



## **GUM**

Students are not permitted to chew gum while at school.

## **EXTENDED DAY KINDERGARTEN PROGRAM**

Howard Elementary offers an Extended Day Program for eligible students. Targeted instruction is provided M, T, Th, and F from 10:35-11:25 (between the AM and PM Kindergarten sessions). For more information, please contact your child's kindergarten teacher at 790-4900.

## **STUDENT PLACEMENT**

It is educationally advantageous to have professional educators look at teaching and learning styles and make the best possible placement for each child.

Parents wanting to share information regarding their child's placement should do so in writing to the building principal. Rather than requesting a specific teacher, letters should include sound educational reasons regarding class placement emphasizing the environment in which your child learns best. Letters should be submitted prior to the first Friday in May (unless otherwise indicated in a school newsletter).

## **PHOTOGRAPHING AND VIDEOTAPING OF STUDENTS**

Throughout the year, staff of Howard Elementary may take still or video pictures of children in school. Students frequently participate in quality concerts, plays, and other programs that the general public enjoys. The school newsletters and/or websites are media that often broadcast the accomplishments of youngsters. There may also be times in which local TV and news media report on school happenings as well. Parents must sign the Eugene 4j RELEASE FORM to allow student work and student pictures to be used in the school newsletter, district newsletter, the school/district webpage, or the local media. Parents may request that their child not be photographed or videotaped by indicating these wishes on the district release form.

## **TECHNOLOGY USE**

At Howard Elementary, technology is used to support learning and to enhance instruction. It is a general policy that all technology is to be used in a responsible, ethical, and legal manner. At Howard, each student in grades 1-5 is issued a laptop for use in the classroom and, on occasion, at home. Prior to laptop usage, students are required to review laptop expectations including the treatment of the equipment and the proper usage of the laptop. Laptops are issued for educational purposes, only. Each student is expected to sign a *Howard Technology Contract* in order to use the technology available at our school. In order for students to take laptops home, parents are required to attend training, sign a technology contract, and pay a supply fee. Please contact the school office if paying the fee presents a problem for your family.



## **RULES AND PROCEDURES**

We expect children to behave properly while attending school. To this end, we believe children should be taught to be responsible citizens. Students must have a clear understanding of our behavioral expectations and must be responsible for their part in maintaining these regulations. Students should also be aware of the consequences when rules are broken. School personnel will intervene in conflicts as necessary, and will work with students to resolve conflicts constructively.

Children who repeatedly exhibit inappropriate behavior, or engage in fighting or serious issues, are referred to the principal. When a child is referred to the principal, it is our practice to notify and actively involve parents when dealing with serious or continuing problems. We have found that by working together, disciplinary situations can become "teachable moments" resulting in a

memorable lesson learned. While infractions will be handled by using corrective measures short of suspension whenever possible, there may be times in which a suspension is warranted. In the handling of each offense, every effort shall be made to have the action taken commensurate with the nature of the offense in light of surrounding circumstances. Howard utilizes three types of referrals: an *Uh-oh* for verbal redirections/reminders, a *Level 2* for minor offenses, and an *Office Referral* for more serious offenses. Each report is used to monitor and communicate behavioral concerns to both parents and staff. With the receipt of each report, consequences become more stringent with continual review of the behaviors in an effort to remediate problems rather than experience repeat offenses. Parental support in our disciplinary efforts is encouraged and greatly appreciated.

### **Howard School Rules**

As a responsible Howard Student, I will:

#### **General Rules (Be SAFE, Be KIND, Be RESPONSIBLE):**

Be polite, friendly, respectful, and considerate of both schoolmates and adults  
Follow classroom/school rules, procedures, and directions  
Solve disputes constructively  
Help keep the school clean  
Walk throughout the campus  
Keep my hands, feet, and other objects to self



#### **Playground Rules:**

Walk at all times, except on the field or basketball courts where students may run  
Observe game rules  
Line up quietly when the signal is given  
Use equipment properly  
Play in designated areas only



#### **Lunch Rules:**

Talk quietly  
Keep eating areas clean  
Use utensils as intended  
Raise hand to be recognized  
Remain seated until dismissed by a supervisor

**STOP, WALK, & TALK** When students find themselves in a difficult situation, they are taught to tell the other person to STOP, WALK away from the situation, and TALK to an adult to seek help in solving the problem.

#### **Student Discipline: Administrative Rule I8100 - Discipline of Students (Staff Authority)**

The following procedures relating to student disciplinary matters shall be followed in implementing board policies JFC and JG relating to student conduct and discipline and in administering the provisions of the Student Rights and Responsibilities Handbook:

- A teacher who observes a student breaking a school rule, district rule, or otherwise behaving in an unacceptable manner shall take immediate steps to correct the situation.
- The disciplinary action of a teacher shall be reasonably related to the student behavior and shall be fairly and consistently administered.

Actions of teachers may include, but are not limited to, the following:

1. A teacher may retain a student after school if the parent has been given prior notice. If the parent cannot be contacted on a particular day, the student will normally fulfill his or her obligation to meet after school the following day.
2. A teacher or other licensed staff member may use reasonable physical restraint when, and to the extent that, he or she believes it necessary to maintain order or protect the safety of a student or staff member. Any staff member using physical restraint shall inform the principal at once of such action and shall make an accurate written account to the principal within 24 hours or on the next working day. A teacher may not use physical punishment.

When in the judgment of the teacher a student's behavior is seriously disrupting the instructional program to the detriment of other students, the teacher may temporarily exclude the student from the classroom and refer him or her to the principal. This means that an unruly student may be sent to the office or another prearranged location because of unacceptable behavior. In such case, the principal shall arrange as soon as possible, and under normal circumstances not later than the conclusion of the following day, a conference to include the principal, the teacher, and, if appropriate, a specialist to discuss the problem and decide upon appropriate steps for its resolution. Parents or guardians should be kept informed in cases of serious disciplinary problems caused by their children, and the parents may join in any conference involving discussions for resolving those problems.

Any serious infraction of a rule or behavior which endangers the safety of a student or staff member, or which substantially disrupts a class, activity, or other school function, shall be reported immediately to the principal or principal's designee. When a serious infraction has been reported which endangers others or substantially disrupts a class, the principal or designee shall take prompt steps to alleviate the problem.

1. The principal will hold a conference with the unruly student, the teacher, and, if feasible and appropriate, the parent, to establish reasonable conditions for the student's readmission to the class. The teacher or staff member reporting the misbehavior may be required to make a written report or describe the incident in the presence of the student and parent.
2. The principal may seek assistance, if appropriate, from Educational Support Services, Instruction Services or responsible community agencies to explore options with the teacher, parent, and student in an effort to resolve the problem.
3. Principals may suspend students using the formal discipline procedures set forth in the Student Rights and Responsibilities Handbook (see Disciplinary Procedures section). When a suspension is made, the principal must ensure the student and parent the procedural rights provided in the Student Rights and Responsibilities Handbook (see Appendix 1 Due Process Procedures for Out-of-School Suspension).

The principal, as defined in the Administrative Handbook, may recommend expulsion procedures, when the above procedures have not significantly changed the disruptive behavior. See Administrative Rule (J3300) Process for Expulsion below:

### **Grounds for Suspension & Expulsion**

A student may be suspended or expelled for any of the acts listed below. The school's authority to suspend or expel extends to the following circumstances:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period, whether on or off the school campus;
4. During, going to, or coming from a school-sponsored activity

Students may be suspended, or recommended for expulsion, when the superintendent, principal, or principal's designee of the school in which the student is enrolled determines that the student has committed any of the acts listed below:

1. Violation of the district's discrimination and harassment policy
2. Theft and stolen property;
3. Substantial disruption of school or school activities;
4. The willful disobedience of a staff member's authority;
5. Use or display of vulgar and plainly offensive, obscene, or sexually explicit language;
6. Damage or destruction of school property;
7. Damage or destruction of private property on school premises or during a school-sponsored activity;
8. Coercion, assault, menacing, threats, intimidation or harassment;
9. Possession, handling, or transport of any dangerous or deadly weapon;
10. Use or possession of any controlled substances, including alcoholic beverages and drug paraphernalia;
11. Violations of city, county, state and federal laws while involved in school activities;
12. Misconduct that Occurs Off Campus.

**Administrative Rule J3400 - Process for Expulsion:**

An expulsion is a long-term exclusion from school attendance and requires the superintendent or designee hold a hearing. State law provides that the expulsion of a student will not exceed one (1) calendar year.

The principal or assistant principal may request that the superintendent or designee expel a student if the student:

- Endangers the health or safety of other students or staff;
- Has established a pattern of behavior that disrupts school, including, but not limited to willful disobedience, open defiance of authority, and the use of profane or obscene language;
- Has so many unexcused absences that there is no reasonable expectation of completing requirements for credit for that term;
- Willfully destroys school property or property of other students or staff members;
- Has violated the standards for student conduct outlined in the School Board adopted Student Rights and Responsibilities Handbook.

The superintendent, or designee, is the only person authorized by the district board of directors to expel a student and, in each case, the process specified below must be followed.

Any student who brings a weapon onto school property or to a school-sponsored activity, or possesses, conceals, or uses a weapon on school property or at a school-sponsored activity, shall be expelled for one calendar year unless the superintendent or designee makes a specific exception.

Expulsion will be from all district schools and activities unless otherwise specified.

Pending the expulsion hearing a student may be suspended for a maximum of ten (10) school days. In special circumstances a suspension may be continued until some specific pending action occurs, such as a physical or mental examination, incarceration by court action, or pending the outcome of an expulsion hearing if return of the student creates a substantial risk of disruption of the school. Procedural safeguards under Oregon law and rule under the Federal Individuals with

Disabilities Education Act (IDEA), PL 105-17 and its regulations must be followed before a special education student is expelled from school.

For parents of special education students the document “Parental Rights For Special Education (K-21) Notice of Procedural Safeguards” is available through the Superintendent's Office.

### **HARASSMENT**

Howard Elementary is committed to providing an educational environment for its students that is respectful of human dignity, including one that is free from harassment. Abuse of the dignity of any student by means of slurs, obscene, lewd, vulgar, or indecent language, or through other derogatory or objectionable content, including, but not limited to, unwanted or offensive behavior, which will not be tolerated.

The school will discipline any individual who retaliates against any person who reports alleged harassment or participates in an investigation. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

### **STUDENT SEARCHES**

To protect the safety and welfare of students and school personnel, school authorities may search a student, student desks, or other student property under the circumstances outlined below and may seize illegal or unauthorized materials discovered in the search. Student desks are school property and remain at all times under the control of the school district.

Illegal items (firearms, weapons, etc.), or other items reasonably determined to be a threat to the safety or security of the student or school personnel, would be seized. Items that are used to disrupt or interfere with the operation of the school may be temporarily removed from student possession. Search of persons or clothing shall be done only with good reason by the school principal or her designee with a witness present.

A student's person and/or personal effects (e.g., purse, book bag, athletic bag) may be searched whenever a school official has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. If such a search yields illegal or unauthorized materials, such findings will be turned over to proper legal authorities.

### **DRUG & TOBACCO FREE ZONE**

Howard Elementary has been designated a Drug & Tobacco Free Zone. Law prohibits the possession and use of drugs, alcohol, or tobacco. Compliance with these standards is mandatory in accordance with the laws in the State of Oregon.



A copy of the [Students Rights and Responsibilities Handbook](http://www.4j.lane.edu/superintendent/student_rights_handbook) can be found at [www.4j.lane.edu/superintendent/student\\_rights\\_handbook](http://www.4j.lane.edu/superintendent/student_rights_handbook)

# ELEMENTARY SCHOOL **Howard** DISCIPLINE LEVEL SYSTEM



## **LEVEL 1 ("UH-OH")**

A Level One occurs when school or classroom rules are not being followed. This results in a verbal reminder, time out, or other small consequence.

### **EXAMPLES OF LEVEL ONE BEHAVIORS**

- Inappropriate Language
- Roughhousing
- Low-level disrespect
- Talk-outs
- Off task
- Running in the halls
- Distracting Others
- Put-downs
- Hands/feet/objects not to self
- Inappropriate comments
- Initially refusing directions

## **LEVEL 2**

A Level Two occurs when Level One behaviors continue or intensify. Results in filling out a Behavior Infraction form and a call home, time-out, student problem solving sheet, or conference with teacher.

### **EXAMPLES OF LEVEL TWO BEHAVIORS**

- Repeated Level One behaviors
- Disrespect toward adults
- Plagiarism/cheating
- Dishonesty
- Uncooperative behavior
- Teasing
- Verbal or physical provocation
- On Internet site without permission

## **LEVEL 3**

A Level Three is serious misconduct or when Level Two behaviors continue or intensify. Results in removal from class for administrative action, Level Three Behavior Infraction Form.

### **EXAMPLES OF LEVEL THREE BEHAVIORS**

- Not complying with a Level Two consequence
- Bullying
- Harassment
- Threat of violence
- Unsafe activities
- Intimidation
- Theft
- Technology violation
- Obscenities or directed profanities
- Vandalism
- Alcohol/tobacco/drugs
- Fighting or physical aggression
- Defiance/non-compliance
- Weapons