This handbook is to acquaint teachers, school personnel, and church staff with the policies and procedures of Salem Lutheran School. It is important that these persons be fully informed on school policies and procedures so as to be supportive of each other while working toward the goals of the school.

SCHOOL POLICY AND PROCEDURES MANUAL

September 27, 2016

Revised February 15, 2018

Salem Lutheran Church and School

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**PURPOSE**

The purpose of this handbook is to acquaint teachers, school personnel, and church staff with the policies and procedures of Salem Lutheran School. It is important that these persons be fully informed on school policies and procedures so as to be supportive of each other while working toward the goals of the school.

This is an active document. As conditions, students, and faculty members change so may the needs which are addressed by policy statements. As policies change so do procedures. Change for improvement is sought and welcomed so that this document will be an accurate and effective aid to the staff. To accomplish this the handbook will be reviewed and updated annually at the end of the school year. The Principal is assigned the responsibility for coordinating the review and publishing the approved results through the Technology Committee and Business Manager.

This handbook is to be used in several ways. For new staff members it is a guide as to the culture of the school. One can discover in these pages how things are done at Salem Lutheran School, what is expected from each staff member and what each member can expect of others. Staff members having experience at Salem can use this handbook as a reference at the beginning of the school year or as the year progresses.

**MISSION OF SALEM LUTHERAN CHURCH**

The purpose of this congregation shall be to serve its members and to spread the kingdom of God by the preaching of the Word of God, by the administration of the Sacraments, and by the religious instruction of youth and adults, according to the confessional standard of the Lutheran Church (Article III), and to foster Christian fellowship and charity.

**Salem Lutheran School Mission Statement**

**"Providing excellent Christian education"**

To fulfill the mission of Salem Lutheran Church and School, Salem Lutheran School will:

* Teach students the biblical truths of creation,
* Teach students to live in the world as unique children of God in Christ,
* Teach students the skills to gain knowledge while reaching their highest potential,
* Teach children the basic truths of the gospel so that the Holy Spirit can work and strengthen faith in them and their families,
* Provide a technologically enhanced curriculum that exceeds common core standards,
* Provide dedicated, well-trained Illinois certified teachers who are commissioned ministers of religion in the LCMS, and
* Provide a Christian environment in which each student can grow spiritually, intellectually, physically, emotionally, and socially.

**STATEMENTS OF PURPOSE, GOALS AND PHILOSOPHY OF SALEM LUTHERAN SCHOOL**

In accordance with the mission of Salem Lutheran Church, a part of which is to promote and maintain a Christian education, the following statements are intended to support that mission.

The purpose, goals and philosophy of Salem Lutheran School serve as a declaration of its theological and educational basis.

**Purpose for Salem Lutheran School**

As an integral part of Salem Lutheran Church the purpose of Salem Lutheran School is to provide the best in Christian and academic training to its students.

**Goals of Salem Lutheran School**

The primary goal of Salem Lutheran School is the development of the Christian faith in the souls of its students so that they will have eternal life.

The secondary goals of Salem Lutheran School are:

* Students will have the knowledge and skills necessary to become productive members of the church, their families, and society.
* Students will have Christian moral attitudes and demonstrate these in their lifestyles.
* Students will live their lives in service to God and people.
* Students will see their lives as opportunities for witness and sharing of their Christian faith.

**Philosophy of a Salem Education**

At Salem Lutheran School philosophically it is believed that:

* Faith development, through the power of the Holy Spirit, is the chief aim of the school.
* Learning about and worshipping God must be a focal point of the educational process.
* Education is a joint effort between home, school and church.
* It is the responsibility of parents to see to the Christian and academic education of their

children. The school exists to aid parents in this task.

* The opportunities for the spread of the Gospel, that Jesus has removed our burden of sin and opened the way to eternal life, are great in a Lutheran school. Students should be encouraged and given opportunities to use their time, talents, and treasure in God’s service.
* The uniqueness of Salem is due to a great degree to its dedicated, Christian teaching staff who has been trained in providing a Christian learning experience and who set a positive example for students and parents.
* The school will develop all aspects of its students including their intellectual, emotional, spiritual, physical, aesthetic and social characteristics. In addition, the school will recognize and provide for differences in the capabilities of individuals.
* By developing and maintaining self-motivation, students can reach the full potential use of their God-given capabilities
* Students grow spiritually and socially from the fellowship experience of the Christian classroom. In addition, entire families can benefit from the fellowship experiences of extracurricular activities for children and adults.

**ORGANIZATION OF SALEM LUTHERAN CHURCH**

Teachers will know the structure of the Church organization and the roles and responsibilities of each component. From the Constitution and Committee Manual for Salem Lutheran Church:

**Voters**

The voting members of Salem Lutheran Church are “the highest authority in determining all matters of practice, policy and ministry so long as their decisions are in accordance with the Scriptures and the Lutheran Confessions.”

**Pastor**

The Pastor administers the Word of God in its full truth and purity as contained in the Sacred Scriptures of the Old and New Testaments and as set forth in the confessional writings of the Evangelical Lutheran Church as found in the Book of Concord.

The Pastor supervises or delegates the supervision of all employees, including called, contracted, and non-contracted employees of the Church and School in their work and ministry.

He approves and recommends the acquisition and termination of all employees (with the advice of the Principal and Committees as appropriate) to Elders and Voters.

**Board of Elders**

The Board of Elders is to constitute the board of directors of the corporation and to be responsible for the non-theological operations of the Church and School.

**Day School Committee**

The members of the Day School Committee, a standing committee of the Board of Elders, are appointed by the Board of Elders. This committee addresses needs and activity of the School. The Day School Committee is the School’s primary contact for coordination and direction from the Voters and the Board of Elders.

The purpose of the Day School Committee is to assist the principal in all phases of the Day School ministry.

In order to accomplish its purpose this committee will:

* Develop and recommend policies for the operation of the school to the Board of Elders,
* Study present and future day school educational needs of the congregation and recommend the necessary action to fill those needs,
* Support and promote the Day School in congregational meetings, assemblies, and whenever opportunities to do so present themselves,
* Report on day school issues to the Board of Elders and congregation,
* Encourage professional growth by the staff,
* Review the facility capacities and equipment needs of the school and make recommendations to the elders for necessary improvements,
* Oversee the financial transactions of the school fund, the before-and-after school care fund and the school lunch fund,
* Meet annually with the faculty to share needs and ideas concerning the operation of the school,
* Approve annual report to Accreditation Commission and renew the school's accreditation when necessary, and;
* Work in close cooperation with the appropriate Circuit and/or District Committee.
* Recommend to the Board of Elders faculty teaching assignments by grade and classroom for the next school year as a result of their April Committee meeting.
* Recommend to the Board of Elders budget requirements for the operation of the day school and a tuition schedule for inclusion in the next Work Program as a result of their April Committee meeting.

**Lutheran Church – Missouri Synod (LC-MS)**

As a member of this church body the members of Salem Lutheran Church “accept without reservation the Scriptures of the Old and the New Testament as the written Word of God and the only rule and norm of faith and of practice; and all the Symbolical Books of the Evangelical Lutheran Church as a true and unadulterated statement and exposition of the Word of God…This is found in Salem’s Constitution. (Constitution of the Lutheran Church – Missouri Synod)

The Synod provides such services as pastoral and teacher recruitment and training and opportunities for national and international mission efforts, the LC-MS provides support in the area of education. This is primarily carried out by the Board of Parish Services in general and by staff members responsible for elementary and early childhood education in particular.

**Circuit and District**

Salem Lutheran Church is a member of the Jacksonville Circuit of the Central Illinois District of LC-MS. Just as staff members have been appointed the responsibility to provide educational support at the national level, the district has been fit to do so as well.

**HUMAN RESOURCES**

**Human resource/personnel matters for all employees of Salem Church and School are governed by the Salem Congregation Employee Handbook**.

Below are several more detailed instructions for employees of the School.

**Teacher Absence, Illness, or Accident**

1. Teachers who will be absent from class due to illness or family emergency should contact the principal as soon as possible so that a substitute teacher can be called in.

2. Faculty members are allowed ten sick days with pay per school year.

3. Absences for reasons other than illness and emergency should be submitted in writing and cleared with the principal ahead of time. Up to two days may be used each school year for personal business. These days are not accumulative from year to year.

4. When absent, teachers are to provide the substitute with:

* A daily schedule.
* Detailed lesson plans.
* The attendance book.
* Information regarding students with special needs.
* Information regarding emergency routes and procedures.
* School and classroom rules and procedures.
* A seating chart

Recognizing the sensitivity of this information each teacher should insure that material of this nature is not readily available to students.

**STUDENT ATTENDANCE MANAGEMENT**

**ABSENCES**

Attendance reporting is an important element to insure safety and welfare of both teachers and students. It is the starting point for our accountability to individuals entrusted to our care.

1. A daily account of individual student attendance and tardiness must be kept by each teacher. A daily attendance slip must be completed and delivered to the school office early each day.
2. Parents are asked to contact the school office if their child will be absent for the day. If the parent contacts the teacher instead, the teacher should notify the school office. If a child has been reported as absent and the parents have not notified the office, the parents will be contacted. This is done with the child’s safety in mind.
3. Whenever possible school work and assignments should be sent home on the day of the absence. When students return to school they should be given the same number of days to complete their assignments as the number of days they were absent.
4. Parents wishing to have their child excused during the school day should send a signed note to the teacher, or phone the school office, or make the need known in person prior to the absence. Students should receive their assignments prior to the planned absence. All work must be completed upon the student’s return to school.
5. Pupils are to be marked tardy if they are not in their classroom and prepared for class to begin when the tardy bell rings.

**ACCIDENTS AND ILLNESSES**

Teachers are usually the First Responders to student accidents or illnesses. They should keep these initial actions in mind when an event occurs.

1. Remain calm
2. Call Jacksonville Emergency Services at 911 if the accident or injury appears to require immediate professional response.
3. Refer to Salem Lutheran School Emergency Manual, located in a prominent place in each classroom.

**Students Illnesses**

Children who complain of illness during the school day may be sent to the school office. If the child is too ill to remain in school, the parents or guardians will be contacted to take the child home. If an adult cannot be contacted the child will be made as comfortable as possible until someone is contacted. If a student is sent home with a fever, they may not attend school for 24 hours after the fever has broken. Exclusion from Extra-curricular activities is included in the 24-hour period.

**Student Medication**

No church/school personnel may administer medication without the written permission and direction of the student’s parent or guardian. All medication, including prescription and over the counter, is to be taken to the school office where it will be dispensed by the school secretary at the times and in the dosages directed. Medication must be approved by a physician and this documentation on file in the school office.

**ADVANCED PLACEMENT**

Students in grades 1-8 have the opportunity to qualify for advanced placement in math and reading. These subjects are scheduled to be taught at the same time for these grade levels.

Five criteria are considered:

1. Achievement test scores.
2. Past grades.
3. Teacher opinion regarding the student’s study skills and level of maturity.
4. Approval by the principal.
5. Permission from the parents.

It is best that students are advanced near the beginning of the school year so as to avoid missing instruction in new concepts.

**ARRIVAL AND DEPARTURE**

**Teachers:**

Teachers are to arrive in time for faculty devotions and should be in the classrooms and prepared for the day fifteen (15) minutes before school begins. Teachers should remain at the school for at least thirty (30) minutes after the end of the school day to provide an opportunity for conversation and consultation with parents, students, and other staff members.

Teachers are responsible for supervising students as they wait for their rides home. Prekindergarten students are picked up at the South annex door. Car riders in grades Kindergarten through eight leave by way of the west playground doors. A supervision schedule is formed so that teachers can take turns supervising. Bus riders wait for the bus next to the school office and leave by way of the south, Beecher St. doors. Teachers with supervisory responsibilities should leave their classrooms immediately at the end of the day to go to their assigned areas. After school, teachers should supervise outside for fifteen minutes. Students are to remain in the marked area until their rides arrive. After fifteen minutes the supervising teacher should take the remaining students and call their parents or take them to after school care, if instructed by the parents. The principal should be contacted if students are left past fifteen minutes on a regular basis.

When leaving the building at the end of the day:

1. Close classroom windows.
2. Clean up classroom and make sure it is ready to be vacuumed.
3. Turn off electronic devices.
4. Turn off classroom lights and air conditioners.
5. Lock classroom doors and check your box in school office.
6. Inform the office staff that you are leaving, if earlier than usual.

The last person to leave the building, will be certain that all outside doors are locked, exhaust fans are off, and that all lights, except the emergency hallway light, are off.

The gymnasium lights, which are operated by the breaker switches located on the stage, are to be turned on and off by adults and only by older students with permission.

**Students:**

Students who must arrive at school early (before fifteen minutes before classes begin) are to go directly to the Before and After School Care Program. They are to remain there until fifteen minutes before school begins at which time they may enter the classrooms. Students are to remain in the classrooms unless the need arises to use the rest room or visit the office. Five minutes before school begins, all students are to be in the classrooms. When the “tardy” bell rings, signaling the start of the school day, all students should be in their seats, ready to begin the school day.

All students should have left the church/school property or be engaged in an after-school activity within fifteen (15) minutes after the close of the school day.

During the day, students may leave the school with permission from a parent or guardian and the teacher.

**ASSIGNMENTS AND HOMEWORK**

While it will vary among the age and grade levels at the school, homework is expected to be assigned on a regular basis at Salem.

Homework must be appropriate for the children’s age/grade level. For example, in prekindergarten “homework” may be fun activities that parents, and children experience together and in first grade “homework” may require students to read to their parents each night. Older students should expect traditional homework assignments each school night.

Children who have some kinds of learning disabilities may need special consideration when homework is assigned. Consult the student’s cumulative file for specific information, following all prescribed accommodations.

Never give more homework than you can check or grade. Not marking or acknowledging assignments can lead to resentment on the part of students and parents.

Provide routines for the collection, grading, and returning of homework.

An emphasis will be placed on completing assignments neatly, promptly and accurately. Grading should be held to the same standards of neatness, promptness, and accuracy.

**Concerning parents:**

The more parents know, the more likely they are to be supportive of our school and the teachers regarding homework expectations. Parents often want to know what they should and should not be doing for their children. Of course, parents should be discouraged from doing the work for their children. The emphasis should be placed on parents helping by encouraging, helping their children find the answers, and providing a proper place and time for study.

Salem provides support and equipment to advance learning through an emphasis on using computers as part of the curriculum, including homework. Parents must be aware of the need to provide in-home support, if available, and to monitor care and usage of Salem computer equipment.

**Late Homework Policy: (Grades 3-8)**

If homework is not turned in on time, up to teacher’s discretion, these things may occur:

1. The assigned grade score is lowered ten percent.
2. If the work is not completed by the end of the school day, no credit, zero, is given for the work.
3. Students must stay after school until the work is completed.
4. Students may not go to recess unless late work has been completed.
5. Students may use the office phone to call home for work left there, however the parent should bear in mind that responsibility is taught through day-to-day consequences.

**AWARDS**

A variety of awards can be earned by students. These awards are intended to encourage students to develop and reward students for exhibiting the characteristics of Christians, patriots, and scholars.

Students may receive the following special commendations:

* **Salem Scholar**
* Purpose: To promote and reward academic excellence.
* Awarded: Medallions, during Academic Awards Night, name on permanent plaque.
* Eligible: Grades 4-8
* Criteria: High Honors All Year (Special consideration may be necessary for students in upper grades who have excelled on achievement tests in the past.)
* **Honor Roll**
* Purpose: To promote and reward academic achievement.
* Awarded: Certificates for quarterly rolls placed in report card envelopes, special certificates for yearly roll during Academic Awards Night
* Eligible: Grades 4-8
* Criteria: High Honors – All “A’s”, pluses, checks—GPA on report card
* Honors – All “A’s”, “B’s”, pluses, checks
* Those in advanced math or reading are advanced on grading scale when honor roll is considered.
* **Presidential Academic Fitness**
* Purpose: To promote and reward sustained academic effort and achievement.
* Awarded: Certificates provided by the U.S. Dept. of Education and pins provided by the school during Academic Awards Night.
* Eligible: Grades 6 and 8
* Criteria: As determined by U.S. Department of Education
* 6th Grade – B+ average in fourth, fifth, and first semester of sixth grades, 80% or better composite on most recent achievement test.
* 8th Grade – B+ average in second semester of sixth grade, seventh and the first semester of eighth grade, 80% or better composite on most recent achievement test.
* **Christian Athlete Award**
* Purpose: To promote and reward the characteristics of the Christian athlete.
* Awarded: To one boy and one girl, Plaque, Name on permanent plaque, during Athletic Banquet.
* Eligible: Students who participate on any athletic team.
* Criteria: A list of a variety of characteristics has been published. Students nominate teammates. Final selection is made by athletic director, principal and pastor.
* **Athletic Awards**
* Purpose: To promote and reward athletic participation.
* Awarded: Pin/certificate/letter depending on number of years of participation on Awards Night
* Eligible: Students who participate on any athletic team.
* Criteria: Successful participation.
* **American Legion School Medal Award**
* Purpose: To promote and reward qualities of an American citizen.
* Awarded: To winner and a runner-up, certificate and medallion provided by the American Legion.
* Eligible: Eighth graders
* Criteria: As determined by the American Legion. Students in grades 5-8 nominate eighth graders according to criteria provided by the American Legion. Final selection made by principal and pastor(s).
* **Perfect Church Attendance**
* Purpose: To promote and reward church attendance.
* Awarded: Certificates, quarterly and yearly following chapel services.
* Eligible: K-8
* Criteria: Perfect attendance during the quarter or year.
* **Perfect School Attendance**
* Purpose: To promote and reward school attendance.
* Awarded: Certificates, quarterly and yearly following chapel services.
* Eligible: K-8
* Criteria: Perfect attendance during the quarter or the year. More than 5 tardies disqualifies the student from this award.
* **Extraordinary Effort Award**
* Purpose: To encourage sustained effort.
* Awarded: Certificates, quarterly following chapel services. Teachers select a maximum of about 1 in 10 students.
* Eligible: K-8
* Criteria: Obvious, sustained, extraordinary effort to achieve school goals including academic goals and behavioral goals.

**BULLYING**

A treatise on Bullying is found at Appendix A. Teachers are to be knowledgeable on this topic in order to be able to detect and potentially avoid bullying events or behavior.

**SCHOOL CALENDAR**

As a convenience to bus riders and to families with older children enrolled in the public high school, the school calendar is based on that of District #117. Differences exist because of the distinctive needs of this school.

The Board of Elders has assigned the teacher work schedule to the discretion of the principal. The work schedule usually begins on August 6 and concludes on June 6, but may differ from year to year.

**TEACHER CALLS, GUIDELINES FOR DEALING WITH A DIVINE CALL**

**Upon receiving a call, a teacher should:**

1. Notify your pastor and ask him to have the congregation pray for help reaching a God pleasing decision.

2. Notify your principal.

3. Notify the Chairman of your congregation.

4. Write a letter to the calling congregation acknowledging the call.

5. Send a copy of that letter to the Central Illinois District Office.

6. Prayerfully consider the Call and your place in God’s ministry.

7. Have the privilege to request meetings with the pastor, principal, Day School Committee, Board of Elders or the voters of the congregation to help you decide.

**To decline a call:**

1. Notify your pastor.

2. Notify your principal.

3. Notify the Chairman of your congregation.

4. Write a letter to the calling congregation returning the call.

5. Send a copy of that letter to the Central Illinois District Office.

**To accept a call:**

1. Notify your pastor.

2. Notify your principal.

3. Notify the Chairman of your congregation.

4. Write a letter to your congregation asking for a peaceful release so to be able to accept the new call.

5. Send a copy of that letter to the Central Illinois District Office.

6. Write a letter to the calling congregation accepting the call.

7. Write a letter to your *new* District President to request reception into that district.

8. Meet with the Board of Elders to recommend to the congregation the termination of service date.

9. Write a letter to your congregation requesting a transfer of membership to your new congregation.

**What does it mean to be on the roster of Synod?**

1. You are eligible to receive and accept a solemn call as a commissioned minister.

2. You are eligible to be elected and/or appointed to district and synodical boards, commissions, and committees as a teacher appointee.

3. You are eligible for selection as an advisory delegate to synodical conventions with full speaking rights.

4. You are required to attend district conventions and have full speaking rights.

5. You receive district and synodical mailings.

6. You are eligible to request the Commission on Constitutional Matters for specific interpretation of Synod’s Constitution, Bylaws and resolutions.

7. You are eligible to appeal to the Commission on Adjudication should you become faced with suspension and expulsion.

8. You are eligible to express written comments on synodical convention reports and overtures appearing in the Convention Workbook in accordance with synodical regulations.

9. Teachers who are listed on the synodical roster are eligible for self-employment status with the I.R.S. and can designate a portion of their income as tax exempt house allowance. They must also pay the full F.I.C.A.

**CARE OF CLASSROOM AND EQUIPMENT**

Appearance is important. Studies have shown that clean and orderly classrooms provide an environment conducive to learning. These classrooms also create a positive impression on those who visit during the school day (such as the parent of a prospective student,) in the evening (a committee using the room for a meeting or checking the room), or over the weekend (Sunday School or volunteers doing property upkeep.)

**Each teacher should see that:**

* Nothing is stored on floors beneath desks and chairs. (Eighth Grade store material under desks in annex building).
* Coats, bags, etc. are stored in lockers.
* Paper scraps, etc. are picked up by the end of the day.
* Food (snack) is put away and kept in airtight containers.
* Freestanding chairs are placed on tables or desks at the end of the day.
* Desks and lockers are kept clean and orderly. Lockers are checked on the last school day of each month.
* Gym clothes are stored in gym lockers. They should be sent home for cleaning on a periodic basis.
* Various jobs are assigned to class members to keep room looking clean and neat.
* As a safety precaution, teachers should move A/V carts if something is on top.
* Students may enter the supply room and office equipment room when accompanied by an adult.
* Students may enter the Athletic Equipment Room with a staff member’s supervision.
* Wall, furniture and equipment are not written on, nor are stickers attached. The students’ names may be attached to the desks at the direction of the teacher.
* Textbooks, library books, reference books and even workbooks are not written in or on unless directed to do so by a teacher.
* Proper care of the building is emphasized. Proper care includes not marking on the building, avoiding making black marks on floors, using proper sanitation skills in rest rooms, immediately reporting damage and needed repairs, etc.…
* Needed repairs and damage also need to be reported to the principal.

**TEACHER CERTIFICATION**

* All teachers eligible to hold State of Illinois Teaching Certificates are to do so and to renew them on the certificate renewal schedule. This requirement is part of the Teacher’s Call/contract.
* Those ineligible for a state certificate should work towards meeting those requirements. Application and renewal forms are available from the Regional Education Office. The Regional Superintendent of Schools can help with any questions regarding certification.
* Certificates must be renewed. Teachers are personally responsible for all costs incurred in the certification process.
* Copies of teaching certificates are kept in the teachers’ personnel files.

**CHILD ABUSE AND NEGLECT (also see Emergency Manual)**

There are four basic kinds of child abuse and neglect:

* Physical Abuse
* Neglect (Physical and Emotional)
* Emotional Abuse (Often Verbal)
* Sexual Abuse
* Signs of child abuse and neglect:
* Please see the principal for detailed information.
* All school personnel “having reasonable cause to believe a child known to them in their professional or official capacity may be an abused child or a neglected child shall immediately report or cause a report to be made to the Department (of Family Services).” Public Act 84-1078 of the Illinois General Assembly.
* Teachers should consult the principal when considering whether to make such a report.
* Suspected child abuse must be reported by calling 1-800-25ABUSE.

**MISSING CHILDREN**

System for Flagging Records

Salem Lutheran School will flag records. Upon notification by law enforcement or the clearinghouse regarding a missing child, we will notify law enforcement or the clearinghouse that a request for a flagged record has been made.

Information to Convey to Law Enforcement

* When a request concerning a flagged record is made in person, we will NOT advise the requesting party that the request concerns a missing child, and will:
* Require the person requesting the flagged record to complete a form requesting such person’s name, address, telephone number, social security number and relationship to the child whose birth certificate is being requested, and the name, address, birth date and social security number of the child whose flagged record is being requested;
* If possible, obtain a copy of the driver’s license of the requesting party or other photographic identification;
* Inform the requesting party that a copy of a certificate will be mailed to him or her;
* Immediately after providing the information notify law enforcement that a request has been made concerning a flagged record, including a physical description of the requesting party, the identity, address of the requesting party, and a copy of the requesting party’s driver’s license or photographic identification. After such notification we will mail a copy of the requested record to the requesting party no sooner than 21 days later.
* When a request concerning a flagged record is made in writing, we will immediately notify law enforcement that a request has been made concerning a flagged record and provide a copy of the written request. After such notification, we will we will mail a copy of the requested record to the requesting party no sooner than 21 days later.

Removal of Flag

Upon recovery of a missing child, law enforcement shall also notify any school, day care facility and/or birth certificate agency that has maintained flagged records. Law enforcement shall also alert clearinghouse that such notification has been made. In the event that such notification is not made within 30 days of the missing child’s recovery, the clearinghouse is authorized to notify any school, day care facility, and/or birth certificate agency that have maintained flagged records that the missing child has been recovered. Upon notification by law enforcement or clearinghouse that a missing child has been recovered, we will remove the flag from the records. If we have reason to believe that a missing child may have been covered, we may request confirmation that the missing child has been recovered from law enforcement or the clearinghouse. If after 45 days from the initial request for confirmation, no response is received, then we may remove the flag from the record and so inform law enforcement or the clearinghouse.

Salem Lutheran School complies with requirements of Section 5 of the Missing Children Records Act, Section 5 Missing Children Registration Law, and the rules of the State Board of Education promulgated pursuant to Section 2-3.13a of the School Code on IL Ad. Code 425.30.

**COMMUNICATION**

* Effective communication with students, parents, and members of Salem congregation, the public and other staff members are vital.
* Regular communication in church newsletter, school newsletter and on the website is expected.
* Hallway/classroom decorations and displays should convey the spiritual purpose of our school.
* Communication with the principal and school office is expected.

**Bulletin Boards**

In Classrooms:

* Teachers are responsible for decorating the boards in their homerooms.
* Cooperate with those who do not have homerooms, such as for art or music, since they may need display space as well.
* Student or adult volunteers may be interested in helping decorate classroom bulletin boards.

**Home Visits**

Visits by teachers to the homes of their students before the start of the school year provide:

* An opportunity for parents and students to get to know and feel comfortable with the teachers before the start of the school year.
* The start of the important communication process between home and school. Teachers can describe the class routine, their expectations concerning homework, their teaching philosophy and in general prepare the child and the parents for the school year to come.
* An opportunity for the teachers to be familiar with the home life and lifestyles of their students.

All teachers will visit with their students before the start of the school year:

* The Prekindergarten and kindergarten teachers may meet with all of their students at the school building
* Teachers of grades 1-8 visit the homes of each child new to the school (families will be visited by the teachers of each of their children).
* One faculty member will visit each school family.

**Parent-Teacher Conferences**

* Parent-Teacher conferences are scheduled twice during the school year.
* Conferences are held at the end of the first (required) and third (optional) quarters of the school year for students in kindergarten through grade eight.
* Conferences are held during the months of January (required) and May (optional) for parents of prekindergarten students.
* K-8 conferences are scheduled through the school office.

Suggestions for successful conferences include:

* Open and close with prayer.
* Be positive about the student, the student’s future, and the school.
* Be honest yet diplomatic and caring.
* When necessary, mutually agree on a plan of action.
* Take notes and store them for later reference
* Stay on schedule
* Fulfil your portion of the plan of action and follow up on the portion assigned to parents and students
* Communicate with the parent on a regular basis

**School Newsletter**

* The School Newsletter is emailed or sent home with the student weekly.
* The deadline for articles is Tuesday at noon.
* Each teacher includes a brief description of what the class will be doing in the week ahead. Included can be memory assignments, special projects and activities, new concepts to be introduced, field trip information and general classroom news.
* In addition, special notices regarding school-wide or inter-classroom events are highlighted (e.g. athletic contests, choir performances) and a calendar of coming school events is included.

ALL information should be included in the newsletter and other notes should be sent home in emergencies only. This allows parents the opportunity to watch for one mailing with all school news included.

**School Website**

Salem Lutheran School has a website at www.salemschool.net. This site has tabs for each classroom teacher. These pages should be maintained on a regular basis to encourage parents to use the site. Teachers should use their creativity to make good use of this valuable communication tool.

**Church Newsletter**

* The church newsletter provides the opportunity to relate the progress of the church school mission to the members. Articles for this newsletter should not include assignment detail, but should include topical and Christian education information of interest to members of the church. There are times when messages are to be included which do not affect those who are not members of Salem Church or which need the special attention of church members. These may be included in the Church Newsletter.
* The deadline for this publication is the 15th of each month.

**News Releases**

* News items are to be released only through the school office after approval by the Principal and if appropriate by the Pastor.
* Should a Public Emergency occur at or near Salem Church or School all employees should refer media inquiries to the Pastor, Principal or other Church authority authorized to provide information about the event and status of employees and students. In the possible excitement or stress of a newsworthy event do not feel that it is your moment or duty to “Tell the World.”
* Pictures should be “close-ups” so that individual students can be identified.
* The promotion of the value of our Christian school should be a priority.

**Staff Memo**

* This memo is prepared by the principal and is published at the end of each school week.
* It contains a detailed list of the following week’s activities and includes various reminders and announcements.

**Faculty Meetings**

These meetings provide opportunities for faculty members to share information with the teachers and principal. Please see the handbook section “Meetings and Conferences” for more information.

**Report Cards and Progress Reports**

Report cards are a reflection on Salem’s effectiveness as well as a student’s achievement. It is difficult to judge the impact of these periodic status reports so care should be given to not surprise the parent or student.

* Communicate both positive and negative information, share how standards have or have not been met.
* Include suggestions for improvement.
* Find something positive to share.

**Other Means of Communication**

A host of other, less formal, opportunities exist for communicating to parents, students, members of the congregation, and the general public. Included are: telephone calls, casual conversations, computer generated contacts, attendance at church events, attendance at school events, written communication (both detailing problems and joys!) the appearance of classrooms and the school building and grounds, and especially personal appearance, actions and words.

**CURRICULAR OBJECTIVES AND DEVELOPMENT PROCEDURE**

It is required that all teachers integrate the faith according to the beliefs of the Lutheran Church Missouri Synod, into all subject areas

* When Synodically trained teachers are available, they will be used to teach the subject of Religion.
* Objectives for the various curricular areas have been or are being developed.
* TEACHERS ARE RESPONSIBLE FOR COVERING EACH OBJECTIVE FOR THEIR TEACHING ASSIGNMENT. A good practice is to mark off each objective as it is covered during a school year so that none are overlooked.
* Each year one or more subject areas are selected for review. The school’s current philosophy and objectives for the subject area are used during this process as is current research and trends. The principal is responsible for guiding this process with the faculty. Parents should be kept informed of the curriculum development process and results and can be included in the process as is appropriate.
* Below are the various curricula and the school years during which they are scheduled for review. This schedule may be changed to accommodate future needs.
* Curricular Area Review Year
* Reading 2012-2013
* Social Studies 2013-2014
* Mathematics 2018-19
* Spelling, Handwriting, and Testing Materials 2015-2016
* English Language 2016-2017
* Music, Art, and Physical Education 2017-2018
* Science 2016-2017—Science 5-8; possibly all of K-8 2017-18

**CUSTODIAN**

The custodian is supervised by the business manager.

* The principal oversees the custodian in the cafeteria in conjunction with the lunch program.
* When teachers identify needs which require the attention of the custodian, they should bring the matter to the attention of the principal. In cases of emergency, such as when a child is sick, teachers should first contact the custodian directly for help in cleanup.
* The school custodian is responsible for cleaning the school building. The custodian is also responsible for light maintenance of the church and school buildings. In addition, he is responsible for maintaining and cleaning the church/school grounds including snow removal from walks and steps. During the summer months the school custodian may also be responsible for cleaning the church building.
* The basic daily responsibilities include: dusting, vacuuming and sweeping all floors, emptying waste baskets, cleaning toilet bowls, urinals and lavatories; wet mopping the floors in rest rooms, the kitchen and cafeteria; cleaning drinking fountains, restocking dispensers, opening and closing gates, locking and unlocking doors, closing windows, and turning on and turning off lights.

**DISCIPLINE**

Ours is a distinctive school; it is a Christ-centered school. The discipline of students, therefore, should follow Christian principles based on the proper balance of Law and Gospel.

The Salem Lutheran School Discipline Plan is as follows:

**“Train up a child in the way he should go and when he is old he will not turn from it.” Proverbs 22:6**

Parents who send their children to Salem Lutheran School entrust to its teachers a very great responsibility, which involves training in Christian living and self-discipline, as well as academics. Discipline is part of the training of a child. Love for each child along with love as a result of the love Christ has for us, motivates the training and correction of the students at Salem. Such training dictates respect for the feelings of others and respect for the authority of the school staff. The use of Biblical Law and Gospel, forgiveness, guidance and counseling are employed to help the child assume the responsibilities and privileges of Christian citizenship. Christian discipline is for all of us as we encourage each other to a mature faith and righteous living. The faculty and principal have developed school rules, which apply to all students. In addition, each teacher has developed classroom rules in cooperation with the principal. These classroom rules may vary somewhat from class to class depending upon the age of children and the expectations of the teacher. Both school and classroom rules are communicated to the parents at the beginning of each school year.

Additional discipline procedures are found at Appendix B.

**EMERGENCIES**

(For specific information regarding “Accidents and Illnesses” please see that section of the Salem School Emergency Handbook)

**Fire**

* Fire drills are held a minimum of three (3) times during the school year.
* Emergency exit routes are posted throughout the building. Familiarize yourself with them all as a fire drill or actual emergency may take place while a class is in the gym, kitchen, or some other room.
* The fire signal is a continuous sounding of the fire alarm system.
* Students will file orderly and quietly out of the building.
* The teacher will be the last person to leave the room and will close the classroom door. Windows will be closed if it is convenient to do so. The main concern is that all children leave the building safely.
* All classes should proceed to the designated places and remain in single file until the principal gives the signal for return. Upon reaching the designated area, teachers are to check for any absentees. Students who may be with a class other than their homeroom class, should meet their homeroom class outside and be accounted for there. If easily accessible, it is wise to take your class listing of students with you when you leave the room.

**Tornado**

* Tornado drills are held a minimum of two (2) times during the school year.
* Shelter in the lower level of the school should be taken upon hearing the city warning siren.
* This siren is tested on the first Tuesday of each month at 10:00.
* When the siren sounds, all classes should take cover in their designated areas.
* Upon reaching the designated area, teachers are to check for any absentees.
* The students will kneel on the ground and, on command, face the wall and cover their heads with their hands. They should remain in that position until further notice.
* At no time will students take refuge in the gymnasium, on the stage, or in the church sanctuary as rooms or buildings with wide roof spans are extremely dangerous.

**Earthquake**

One earthquake drill is held each school year.

The exact time and date of earthquakes cannot be determined accurately, so no warning signal will sound.

During drills and if an earthquake should occur:

* Take cover immediately under a desk, table or doorway. If you are in a hallway or the gymnasium, move to an inside wall and crouch down. Use your hands and arms to protect your head and neck. Try to avoid large windows or glass doors. If outdoors, try to find an open area away from power lines and buildings that may fall. If you are in a car, stop in an open area and stay in the car until the shaking stops.
* Keep calm and ride the quake out.

After an earthquake:

* Leave the building using fire emergency routes if possible as aftershocks may follow a real quake which could cause further damage. Go to the same outdoors meeting area as your class uses during fire drills. Using the attendance roster on your emergency clipboard check to be sure all students have been evacuated.
* Following an actual quake, avoid downed power lines, stay where you are and listen for instructions. Keep your students with you.
* If the building has been damaged, gas, electrical, and water service should be turned off. Preferably this should be done by the principal, office staff or custodian, with teachers supervising their classes.

**EQUIPMENT AND SUPPLIES – INSTRUCTIONAL**

**Library**

* The library is staffed by volunteers under staff supervision. A schedule for use of the library by the various classes is set before the start of the school year.
* Reference books are not to leave the church/school buildings.
* Books should not be put back on the shelves. Trained volunteers will do the re-shelving of books.
* Book care should be instilled in the children. They should not be taken to the cafeteria at lunchtime or be present on desks at snack time. They should not be taken outside, unless the children are having reading time outdoors.

**Audio-Visual Equipment**

* Some equipment is located in the classrooms (e.g. computers, televisions, and tape players).
* Catalogues of movies and videos which are available from the Cass-Morgan-Scott Cooperative School Media Center are available in the school office and the lounge.
* Requests of movies and videos, including title and catalog number, should be delivered to the school office by Wednesday for showing the following Monday through Thursday when they are returned.

**Work Room**

* Equipment and supplies are located in the work room/teacher’s lounge. Other supplies are on the west side of the stairs of the third level.
* Because of safety hazards caused by machinery and stored supplies, students should not be sent to these rooms unattended, nor should they be allowed to run any machine. The room should be left in good order after use.
* Unused supplies should not be brought back to the room unless you have the time to put them back in their place. Paper scraps should be kept in the classroom.

**Printing Equipment**

* Machines should be used only after receiving proper orientation and training.
* Please inform the school office if copies are not clear or if machine needs maintenance.
* If 20 or fewer copies are needed, a copy machine should be used. 21 or more copies should be run on the copy-duplicator.
* Copies made for personal use of staff members are $0.10 per copy, payable to the Church Business. Copies for others are $0.10 per copy.

**Paper Cutters**

Please use caution when using this machine. It is not for student use. Please dispose of all scraps when finished using the cutters. Paper cutters should not be in classroom when students are present.

**Supplies**

* All school supplies are stored in the workroom or upstairs in art supply storeroom. Included is paper (copy, duplicator and construction), art supplies (paint, brushes, craft materials, poster board, etc.), office supplies (staples, paper clips, pens, markers, etc.)
* Please keep this area neat as it is shared, not just by workers in the school, but by many other church organizations.
* If the supply of a particular item is low or if a needed item is not available, please inform the school office.
* So that supplies are available and can be put to good use, please do not stockpile materials if there is no immediate need for them.
* Each school year funds are made available by the P.T. L. for the purchase of special supplies. Each classroom is allocated funds to be used at the discretion of the teacher.
* Order materials through the school office or present receipts for materials purchased to the church office for payment.

**Textbooks**

All textbooks, workbooks, teacher guides and most teaching aids are stored in the classrooms or in the store room. Report lost or damaged books to the school office. Those students having lost or damaged books are required to pay for their replacement.

**Computers**

Computers are important learning tools often used by students when not directly supervised by the teacher, they are rather complicated and even fragile equipment. Proper use and care is important. With this in mind:

* No teacher or student should use a computer without receiving proper instruction concerning its use and care.

Basic rules include:

* Electronic media such as memory sticks or CD’s should be stored appropriately when not in use. Do not leave them in the computers.
* Food and drink should be kept away from all parts of the computer.
* Students should not adjust the computer or monitor controls which are located on the monitors, printers and the back of the computers.
* All equipment should be turned off when not in use over a long period of time. Equipment is to be turned off at the end of the day by the last user or the teacher responsible for the classroom. Netbooks and IPads are included under all computer management controls.

**Sunday School Storage**

Teachers are asked to respect the cabinet in which Sunday school teachers may store their materials.

**EXTRACURRICULAR ACTIVITIES**

Spelling Bee Teams: Grade 3-8

Student Council: Grades 5-8

Lutheran High School (LHS) Music Festival Grades 1-8

L.H.S. Science Contest: Grades 5-8

L.H.S. Math Contest: Grades 5-8

L.H.S. Bible Bowl: Grades 5-8

Interscholastic Athletics - For students in grades 5 through 8

* Boys: Cross-Country, Flag Football, Basketball, and Track & Field
* Girls: Cross-Country, Volleyball, Basketball, and Track & Field

**FIELD TRIPS**

* The principal must approve all trips before plans are set or publicized.
* Trips taken farther than 50 miles from the school or are overnight are to be approved by the Day School Committee the month before the trip is taken.
* Teachers should inform other staff members when field trips will affect their work. Examples include the school cook, if the trip will extend over the lunch hour, special education teachers, and other teachers.
* Students must use seat belts and/or car seats as required by law.
* Some field trips are taken annually by specific grades/age levels. These field trips should be identified at the beginning of the school year.
* Permission forms are signed by parents at the time of registration. These forms give permission for students to students to participate in “walking” trips within the vicinity of the school which do not require motorized transportation. Permission is also granted for “riding” trips SO LONG AS NOTIFICATION OF THE TRIP IS GIVEN IN THE SCHOOL NEWSLETTER PRIOR to the trip. If such notification is not possible, a signed permission form will be needed for each student for that specific trip.

**GRADING AND REPORTING PROGRESS**

**Grading Scales**

The grading scales used at Salem vary among the grade and age levels.

* Prekindergarten and Kindergarten: No scale is used. A written report is provided.
* Grade 1 --The following scale is used:
  + 4—exceeding standard
  + 3—meeting standard
  + 2—progressing, but below standard
  + 1—below standard and intervention is needed
* Grades 2 through 8: Letter grades are given in all subjects except art, music, physical education and handwriting. These receive a plus, check or minus.
  + Phonics is graded for grades 1-3 only.
  + Handwriting is graded for grades 1-4 only.

Letter Grades - Other Code

* + 100% = A+
  + 99-96% = A
  + 95-93% = A-
  + 92-90% = B+
  + 89-87% = B
  + 86-84% = B -
  + 83-80% = C+
  + 79-77% = C
  + 76-73% = C-
  + 72-70% = D+
  + 69-67% = D
  + 66-65% = D-
  + Below 64% = F

**Reporting Progress**

There are two forms of written reports:

Progress Reports, Grades 1-8:

* At the mid-point of each marking period these brief reports are sent to the parents to inform them of their children’s progress since the beginning of the marking period.
* Percentages, where applicable, are given rather than actual grades.

Report Cards, Prekindergarten:

* These reports are given to parent at about the end of each semester.

Report Cards, Kindergarten through Grade 8:

* These reports, given to parents at the end of each quarter, are the official report to parents.
* From the report cards, come semester averages, which are included in the cumulative files of each student.
* These reports are returned to the school each quarter except at the end of the school year.
* Academic grades are determined according to the scale above.
* A plus, check, or minus is given in each subject area for a combined effort/conduct grade.

**KEYS**

* Keys to the church and school building are entrusted to the care and use of the teaching staff.
* Teachers should not make copies of these keys, nor should they be loaned to others.

# **LUNCH AND MILK BREAKS**

**Lunch**

* A hot lunch program is available for all students attending during the serving time.
* Students may bring their lunch to school if they desire. These lunches may NOT be stored in the refrigerator.
* Classes eat together under the supervision of the teacher at times scheduled before the start of the school year.
* Lunches are purchased at the school office using the TADS System.
* “Fast Food” must not be eaten in the School cafeteria.

**Milk**

* Milk is available at lunch and milk break times for some students.
* Milk is purchased at the school office.

# **MEETINGS AND CONFERENCES**

**Faculty**

* The faculty meets on the first Tuesday of the month during the school year.
* The main purpose of these meetings is for communication, decision-making, and planning.
* The principal develops the agenda using present and future needs of the school community as a basis. Teachers are invited to suggest agenda items.
* Special meetings may be called to discuss items of importance such as curriculum development.

**Devotions**

Each morning before classes begin the faculty meets for prayer, devotion, and announcements.

**Pre-Year**

* Before the start of the school year the faculty meets to organize, set goals and lay plans for the year ahead.
* Each teacher meets with the principal to discuss needs, responsibilities and goals for that school year.

**Post-Year**

* After the close of the school year the faculty meets to evaluate the year and begin preparations for the next.
* Each teacher meets with the principal to evaluate the year on a more personal basis.

**Parent-Teacher League**

* All teachers should plan to attend meetings of the P.T.L.
* The purpose of these meetings is to support one another and the school through communications, fellowship and decision-making.
* The league plans and schedules social educational programs throughout the year. Teachers should attend these as well.

**Voters Assemblies**

* As members and workers of the church, teachers should attend these important decision and informational meetings. The decisions, which have the greatest impact on the school, are made at these meetings. Teachers can have a voice and vote in regards to church leadership, the calling and contracting of fellow teachers and other workers and the basic policies under which the school operates.
* Regular meetings are held three times each year with special meetings called as needed.

**Central Illinois District Teachers Conference**

* Commonly held in the fall of each year.
* The emphasis is on in-service opportunities and fellowship. A limited amount of conference business is handled as well.
* Teachers can look for service opportunities as an officer of the conference.
* All full-time teachers (those who work more than 20 hours per week and thus receive health, retirement, and disability benefits) attend the annual district teacher’s conference.
* Part-time teachers may attend as well.
* The congregation covers all costs for the conference, including registration, rooms, meals and mileage.

**Other Conferences**

* Teachers may be appointed or elected to positions on a variety of church and school commissions and boards, most commonly as officers of the Teachers Conference.
* Teachers should inform the principal as early as possible if conference attendance requires their absence when school is in session.
* So they can be contacted, teachers should leave an itinerary of their travel plans.

**Central Illinois District Convention**

* Held every three years
* The purpose of this convention is both to conduct the business of the district and to provide important information.
* All called teachers are required to attend. Absences may be excused in writing to the District President.

**Other**

Teachers may be asked to serve on committees of the church and P.T.L. Special meetings may be scheduled of the church and/or school to lay long-range plans and evaluate the church and school.

# **NATIONAL LUTHERAN SCHOOL ACCREDITATION**

* Granted in 1991. Valid through August 1998.
* Steps are being taken to regain this accreditation.

# **PARENT-STUDENT HANDBOOK**

* Purpose is to communicate the policies and procedures of the school.
* It would be good for teachers to read this handbook so as to be knowledgeable of what is expected of parents and students and what they can expect of the teachers.

# PRESCHOOL SUPPLEMENT

* Propose is to communicate the policies and procedures of the preschool program offered to children.
* A two or five-day program is available for children 3 or 4 years’ old and a three or five-day program is available for children four to five years old.
* Daycare services are available through this offering.
* The supplement is at Appendix E.

# **PARENT-TEACHER LEAGUE**

The purposes of the Parent-Teacher League are:

1. To help parents and teachers to achieve greater competence in the Christian child training.
2. To offer moral, volunteer, prayer, and financial support for the school program.
3. Committees of the P.T.L. are: Program, Fund Raising, Social, Athletic, and Concessions.
4. Teachers should look for opportunities to support the P.T.L. in these efforts.
5. The League schedules three to five business meetings during the school year.
6. Social activities and educational programs are provided.
7. The League also organizes the yearly fund-raiser, provides support for the athletic program of the school, and provides for other needs of the school as well.
8. For more information, see the handbook section “Parent-Teacher League.”

# **CLASSROOM PARTIES**

The following parties may be held in class during the school year:

* Thanksgiving – PK-8. The students play games and enjoy refreshments. Held on the last day of school before Thanksgiving.
* Christmas – PK-8. The students exchange gifts, play games and enjoy refreshments. Held on the last school day before Christmas.
* Valentines – PK-4. The students exchange valentines, play games and enjoy refreshments. Held on Valentine’s Day. Sending home an updated and complete class list will help students avoid forgetting to include a valentine for a classmate.
* Easter – PK-8. The students play games and enjoy refreshments. PK party held on last school days before Easter, K-8 on the first school day after Easter.

Parties are planned and organized by the room mothers. Parents are in attendance to provide leadership. Teachers should assist these parents as needed.

Parties should be “appropriate” in length as valuable learning time is used. The length of the parties will vary dependent upon the age level of the students and the holiday.

# **PLANNING FOR INSTRUCTION**

**Lesson Planning**

* All instruction must support the purposes and goals of the school.
* The basic outline of what is to be taught can be found in the school’s curriculum guide.
* The teachers are to use every means available to them in teaching the concepts and skills as listed in the curriculum guide. As professionals, the teachers are given much latitude in how the concepts and skills are to be taught, in what order they should be addressed, and what details should be emphasized so long as the school’s curriculum is complete.
* Before the start of the school year, teachers should study the curriculum guide for their areas of responsibility. Unit plans should then be developed which cover all areas of the curriculum. Lesson plans, which give details for daily lessons, follow.
* Teachers are encouraged to use a variety of teaching techniques and resources. Remember, people remember 10% of what they hear, 30% of what they see, 60% of what they see and hear, and 80% of what they see, hear, and do. In other words, according to an ancient proverb, “Tell me, I forget. Show me, I remember. Involve me, I understand.”
* Lesson plans should be available for reference by the principal at all times. They should also be turned in by the first day of the school week. If leaving for the weekend, the plans should be turned in by Friday after school.

**Lesson Scheduling**

* Schools are allotted only so much time to educate children for the future. This time must be used wisely. There is much that can be done with scheduling to provide the maximum amount and most efficient use of instructional time.
* Before the start of each school year each teacher should prepare a daily and weekly schedule of classes and class times. This schedule should be presented to the principal for approval.

# **PLEDGES OF ALLEGIANCE**

* The students in all classes will daily recite the Pledge of Allegiance to the Flag of the United States of America and the Pledge of Allegiance to the Christian Flag.
* Students should stand at attention, place their hand over their heart and proudly recite the pledges first to the American flag and then to the Christian flag.
* Discussions, appropriate to the various age and grade levels, concerning its meaning, history and significance are in order (What do allegiance and indivisible mean? What is a republic? What is grace?)
* Pledge of Allegiance to the American Flag: I pledge allegiance to the flag of the United States of America and to the republic for which it stands; one nation under God, indivisible, with liberty and justice for all.
* Pledge of Allegiance to the Christian Flag: I pledge allegiance to the cross of the Lord Jesus Christ and to the faith for which it stands; one Savior, eternal, with mercy and grace for all. So help me God!

# **PROFESSIONAL GROWTH**

**Continuing Education**

* The congregation provides funds to assist the faculty in furthering their educations by taking additional graduate level courses and working toward advanced degrees.
* See the church budget for the amount of funds available.
* The Pastor administers this program.

**Professional Organizations**

* All teachers are encouraged to become members of the Lutheran Education Association (LEA) and its departments: Lutheran Elementary Teachers (LET), Theological Educators and Associated Ministries (TEAM), Department of Early Childhood Educators (DECE), and Department of Lutheran Elementary School Principals (DLESP).
* Faculty members are encouraged to join and participate in other professional organizations as well. There are many such organizations, which provide support for teachers at various age levels and subject areas.
* Funds are made available for teachers to apply toward the costs of membership in professional organizations. Any amount beyond that which is available from the school is borne by the individual faculty member.

**In-Service**

* Various in-service opportunities may be offered at the school before, during and after the school year.
* Input concerning in-service needs is desired from the faculty.
* The principal schedules and organizes in-service.

# **PROMOTION & RETENTION AT GRADE**

**Promotion:**

* The principal and the child’s parents must approve all promotions, between grades and instructional groups.
* Please see the section “Advanced Placement” for further information.

**Retentions:**

* To retain a student is not a small decision. The final decision should be left with parents. Parents can make wise decisions only after being informed of the positive and negative effects of retention and inappropriate promotion.
* Teachers should consult the principal immediately if they feel a student may be in need of retention.
* This concern should be conveyed to the parents as early in the school year as possible so effective remedial or other appropriate actions can be taken.
* Some indication that retention may be necessary should be detected by the end of the first semester.
* Parents should be notified at a face-to-face conference that the possibility exists that retention would be good for the child. The indicators should be shared and action taken to avoid retention. Make parents and the student part of the solution by giving them some actions to take at home and agree to special action at school.
* A final recommendation from the teacher and principal should be made to the parents before the end of the school year. There should be no surprises when the final marking period report cards are distributed. This recommendation should be the result of prayer, meetings among parents, the student, the teacher, and the principal when the needs of the child, the child’s successes and the failures and remedial efforts are considered.

# **RECORD KEEPING AND REPORTING**

**Grade Books**

* Teachers are to keep up-to-date record of each student’s grades and other evaluations. An adequate number of assignments should be recorded to substantiate the grade given on a report card. The online grading system is to be updated no later than Monday evening.
* **Attendance Records**
* All kindergarten through eighth grade homeroom teachers are to keep records of student daily attendance and tardiness.
* Reported daily to the school office by 8:45 a.m. on the appropriate form.
* **Church and Sunday School Attendance**
* All K-8 homeroom teachers are to keep an accurate record of the church and Sunday School attendance of their pupils.
* Space is provided on the report cards for noting such information.
* Children should never be coerced into worshipping the Lord by ridicule or embarrassment. More often than not, it is the parent(s) who make this decision and not the child. Children who have not been regular in attendance may be encouraged privately to do so.

**Student Files**

* Student records are stored securely in the school office.
* Teachers are encouraged to periodically review the information contained in the file.
* These files are not to be removed from the building and are considered confidential. These files are made accessible to those who are on the faculty of Salem Lutheran School (note that this does not include teacher aids but does include the pastors) and need the information to provide for the child’s education. Files may not be shared with another school or even remedial teachers without parental permission. Parents have the right to see the information contained in their child’s file under school official control.
* These files include personal information such as the child’s legal name, birth date, and parents’ names; church, Sunday School and daily school attendance figures, semester averages, achievement and mental ability test scores, and information concerning special testing and Individualized Education Programs.
* At the end of the school year teachers update these files with the semester grades, attendance information and update mental ability and achievement test scores.

**Class Files**

These files, which are located with the student files in the school office, contain class summaries of mental ability tests, achievement tests, text books covered, field trips taken, etc. which may be of assistance to future teachers.

**Anecdotal Records** These records may include copies of notes to and from students’ parents, notes concerning conversations and meetings with parents, examples of student work, notes concerning student performance, etc. Collecting this type of information serves several purposes. By providing a current history of the student, it allows teachers to better understand their students. It provides background information and examples which provide support during parent-teacher conferences. It serves to support the teacher’s work by demonstrating that they have contacted parents, have shared information and concerns, and by detailing agreements which have been made with parents. Notes are each teacher’s personal records and should not be placed in the cumulative records or be passed to another teacher at the close of a school year. Such records have been used in court cases so teachers are encouraged to only write what they would want others to read.

**Awards**

At the end of each quarter of the school year, teachers should report to the school office the names of those students having earned the various awards.

**Personnel Files**

Teacher personnel files are stored securely in the business office. These files include copies of call or contractual documents, academic transcripts, and diplomas. Original copies of formal observation records are included as well. Original state teacher certificates are stored in a secure location in the Principal’s Office, a copy will be provided to the Business Manager for each employee’s personnel file.

**Textbook Assignments and Condition Forms**

* Completed when hardcover textbooks are distributed at the beginning of the school year.
* Used at the end of the school year to determine needed charges to students for damage. Condition at beginning of year is compared to condition at end of year.

**Lunch Count**

* At beginning of the day, count students and adults desiring hot lunch.
* The slip is taken to the lunchroom.
* Record on appropriate form provided by school office.

**RULES AND PROCEDURES**

* All members of the church/school staff should familiarize themselves with the school rules (which concern student behavior) and school procedures (how things are done at this school).
* Both rules and procedures are updated by the faculty during the August workshops and are distributed to parents and students at the beginning of the year.
* Teachers update classroom rules and procedures during August as well.
* Teachers are responsible for teaching and consistently enforcing all school rules.

**SCHEDULING AND SPECIAL EVENTS**

* **To schedule an activity:** Schedule as far in advance as possible.
* All school related activities, both curricular and extracurricular, must be approved by the principal before they are publicized. This serves to avoid scheduling conflicts and keeps the principal informed of all school activities.
* A calendar of school events is kept in the school office. If a particular room of the church or school is needed, such as the gym or cafeteria, or if the activity is extracurricular, check the church master calendar which is found in the church office. The church secretary can verify that the desired room is open on the desired date.
* Publicize the date using appropriate media. This may include the School Newsletter, the Church Newsletter, and local newspapers.
* Special notes should be sent to the students’ parents only if the School Newsletter cannot be used.

**Special Events:**

**Open House:**

* This event is scheduled to coincide with the first P.T.L. meeting of the year.
* Parents are invited to visit the classrooms where the teachers present brief presentations concerning themselves and their classrooms.

**Salem Lutheran Church and School Children’s Christmas Service:**

* This event takes place during the last week of school before the Christmas break.
* Presently prekindergarten through grade 8 participate.
* The Sunday School joins the Day School in this event.
* The event is directed by the school Music Director.

**Athletic Banquet/Academic Awards Night:**

* This banquet is held in the spring of each year and is the responsibility of the P.T.L. Athletic Committee, the Day School Committee, and the Athletic Director.
* Awards for participation in volleyball, basketball, track, cross country, flag football, and cheerleading are distributed (depending on the offered activities for the year.)
* Attendance awards for the year, Salem Scholar, Christian Athlete, American Legion, Presidential and National Fitness Awards, and Presidential Education Awards are given at this banquet.
* This event is held in the evening at the end of the school year to honor those students who have achieved special academic recognition during that school year.
* A guest speaker is invited to share a message.

**Eighth Grade Graduation:**

* The graduation is held during a worship service on the Sunday after or the Sunday before the last day of school.
* The Jr. High Staff and the Principal coordinate this event under the guidance of the Pastor.

**Social Studies Fair / Science Fair / Invention Convention:**

* Event is scheduled at the beginning of the school year.
* Grades 1-4 prepare class projects. Grades 5-8 are required to enter individual projects.
* A faculty member coordinates these events.

**Spelling Bee:**

* Scheduled for January.
* Grades 3-8 may participate.
* A faculty member coordinates the event.

**Operettas / Musical Programs:**

* Scheduled for April or May.
* Alternate yearly between grades K-4, and grades 5-8.
* A faculty member coordinates this event.

**SCHOOL SECRETARY**

* The secretary is under the direction of the principal.
* The secretary performs the following duties for the teachers:
  + Types and prepares the School Newsletter.
  + Provides the various forms needed by the teachers.
  + Places curricular orders and inventories items received.
  + Types and delivers news releases.
* Duties which the secretary is NOT to do on a regular basis for teachers:
  + Make copies.
  + Type.
  + Place phone calls.
* Emergencies do happen so the secretary is available to assist teachers when necessary. But usually proper planning by the teachers will preclude use of the school secretary’s time.
* Teachers can be of help to the secretary by completing forms and newsletter articles on time.
* The school secretary works during school hours on school days with one hour for lunch. She works those same hours for a number of days both before and after the school year and during the summer.

**SMOKING**

* Church and school workers are not to smoke when Salem School students are present.
* Smoking is not allowed on Church and School grounds during public events, including meetings and athletic events.

**SPECIAL SERVICES**

Whenever special services are used for the students at Salem, teachers at Salem retain responsibility for that child’s education. As a result, Salem teachers should not hesitate to contact special teachers, to make recommendations to those teachers and to keep parents informed. Adequate communication between the student’s teacher and the remedial teacher can only serve to be of benefit to the student.

**Procedures for Referral for Comprehensive Case Study Evaluation**

When teachers have identified students in need of psychological testing:

1. Consult with the principal to be certain that referral is appropriate.
2. Consult, inform and pray with the student’s parents.
3. Through the school office, contact the appropriate person (District 117 or Four Rivers) to schedule a date and time for a Multidisciplinary Staff Conference.
4. With help from the school office complete the Referral for Services Form.
5. Other notices and forms must be completed, as the process progresses will be taken care of by the services provider. Students are tested in our school building by a school psychologist from District 117 or by the Four Rivers Special Education.
6. District. Teachers making referrals and the principal, along with the student’s parents, the psychologist and other public school representative must attend a conference to discuss the test results and to plan a program of special education if needed.

**Speech and Language**

* Testing and services for speech and language deficiencies are available for kindergarteners through sixth graders through District 117.
* At the beginning of each school year that teacher contacts our school for referrals.
* Testing is done in our building. After parental permission has been granted, students in need of speech services are given services in our school facilities.
* Sessions are scheduled during the school day with students being taken out of other classes to attend.

**Chapter I (Title) Reading**

* Testing and services for reading deficiencies are available for first graders through sixth graders through the reading teacher provided by District 117.
* At the beginning of each school year that teacher contacts our school for referrals. Testing is done in our building.
* After parental permission has been granted, students in need of reading services are serviced at Salem. Classes are scheduled during the school day with students being taken out of other classes so as to attend.

**SUPERVISION OF STUDENTS**

* Students should be supervised at all times.
* While it is impossible to provide sight supervision of all students all the time (e.g. in rest rooms, when on errands) teachers should allow students to do only those things which the students, given their age level and personal abilities, are capable of, which are safe, only after thorough instructions have been given, and expectations concerning conduct have been given. The law places special emphasis on being prudent. So be careful and use wisdom.
* Remember that insurance claims for school related accidents require the name of the supervising teacher at the time of the accident.
* The following guidelines should be followed:
* Students should be supervised at all times when on the playground or in the gym for recess or physical education. These are “high risk” areas for injury.
* When supervising students during recess, teachers should move casually among the students observing, correcting, and if necessary, reprimanding. All gates should be closed during recess.
* Never leave students alone in a room. During recess, if a child cannot go outside because of an illness, place the student under the supervision of another teacher or the school office.
* Since students are allowed in the classrooms fifteen minutes before school begins, teachers should be in their classrooms and ready for the day before that time.
* Those who have supervisory responsibilities after school should leave their classrooms immediately at the end of the day to begin those responsibilities promptly. Students will know what is expected of them and will review/enforce those expectations throughout the year.
* If a teacher must leave the classroom because of an emergency, request that someone from the school office supervise the class.
* Teachers should escort their classes to the cafeteria, record the lunches purchased, and oversee students in the cafeteria. In preparation of the times when students must remain inside for recess because of inclement weather, teachers should plan to take turns making use of the gym. Teachers whose classes are not in the gym should provide some recess activities in their classrooms.

**SUPERVISION OF INSTRUCTION**

* The responsibility for supervision of the instructional process at Salem has been given to the Principal. The purpose of supervision is to help teachers become better instructors.
* Unannounced, informal classroom observation visits by the Principal are made from time to time.
* Announced, formal observations are made once each year. The teacher is consulted before the observation, the principal and teacher meet to discuss the observation, and a written report is completed by the principal. The report becomes a permanent part of the teacher’s personnel file.

**TEACHER DRESS**

* Teachers should reflect a professional image by their clothing and personal grooming. It is common in our society that we “dress up” for special things. Dressing professionally sends a message to students, their parents, and co-workers that this place and what goes on in it are important and special. Staff members should be aware of the expectations of student dress to be certain to remain in compliance with those requirements.
* Fridays have been designated as a special day when “dress jeans” can be worn by teachers if a school shirt is also worn. Every effort needs to be made to look as professional as possible on these days and to follow the rules, as this privilege can be suspended or revoked.
* Teachers may wear jeans on days when the activity or field trip requires it, however, caution should also be taken that a professional image is given to those outside the school community.

**TELEPHONE CALLS**

* To protect valuable instructional time teachers and students are not called out of the classroom for telephone calls except for emergencies. The school office will forward messages to teachers and students. Parents will be made aware of this policy.
* Teachers should return calls during non-supervisory times (e.g. lunch and recess) or after school hours. Staff needing to make emergency type calls should enlist the support of the Principal for relief of assigned duties in order to make these calls.
* Students are not to use the school phones except for emergencies.
* All long distance calls, including personal and church/school business calls, should be reported to the church office. Charges for personal calls will be reported to those having made the calls. Those charges should be reimbursed to the congregation through the church office.
* Cell phones have become a normal personal item. Cell phones should not be used during instructional time. Teachers should not use social media during school hours. Students should not see the teacher’s phone being used, except for instructional purposes, throughout the school day.

**TESTING**

**Reading Placement** Students new to the school are administered tests to place them into their instructional level of the reading series. This test is administered during the first weeks of school.

**Subject Tests**

* Teachers are responsible for preparing, administering, and scoring tests in the subject areas.
* Care should be taken in the preparation of tests to see that the questions cover the objectives of the unit being tested and are appropriate to the grade level of the students. Care should also be taken when commercially prepared tests are used. These tests should be reviewed to see that they accurately reflect the material covered during the class sessions.
* The appropriate unit and end of level tests should be administered for the reading series. These results should be stored with the students’ anecdotal records for later reference.
* Test preparation and test taking study skills should be taught and reviewed.
* Semester exams are prepared by the teachers and may be required of Jr. High students in math, science, social studies, reading and English.

**Readiness Tests**

* Development testing of children entering the prekindergarten class is available through the Four Rivers Special Education District. This testing is scheduled on the prekindergarten registration day in the spring.
* Tests to determine the ability and developmental levels of prekindergarten students are administered by the prekindergarten teacher during the school year. These tests, when combined with the observations of the teacher, parents and others, can help in the determination of preparation for formal schooling.
* The results of readiness tests are shared with parents at parent–teacher conferences.

**Confidentiality**

All test scores should be held as confidential. They should be made available only to Salem faculty members and pastors (not including teacher aides) or those authorized by parents.

**VOLUNTEERS, IN CLASSROOMS**

* To ensure quality instruction and instructional support, all volunteers who work in classrooms should be approved by the principal before they begin working in the classroom. Considerations include the individual volunteer and their relationship with the teacher, the duties to be carried out, the students involved, and the schedule of duties.
* Such volunteers may not replace the teacher as instructor nor may they be involved in the grading process.

**WORSHIP**

**Chapel**

Chapel services are held during the first hour of school on each Wednesday of the school year for kindergarteners through eight graders. Services may be scheduled at other times and days from time to time so as to allow each prekindergarten class to attend at least one service per year, to open and close the school year with worship, and to allow services to be held on festival days such as Ascension Day. Parents and others are invited.

Early Childhood Chapel is held in the church for the afternoon preschoolers and the Kindergarteners on each Wednesday afternoon. Parents and others are welcome. The teachers and various pastors lead the chapel service. A faculty member is in charge of organizing the leaders. This chapel service is done on a level conducive to the age of the children attending.

* The Pastor takes the leadership role in these worship services. Junior high students provide service as ushers, acolytes and lectors. The Jr. High teacher organizes these students.
* Each classroom provides leadership for at least one chapel service per school year. Teachers should have plans for such services approved by the Pastor. While it is important that students are well prepared for these presentations, teachers must consider carefully the amount of class time which is used to practice. Unless other plans have been approved by the Pastor, classes should limit their part of the service to the scripture reading, the message, the prayers and a song.
* At times special guests are invited to present a message or provide special music.
* Since an offering is collected it would be helpful if, on the day prior to each service, teachers would remind the students of this opportunity. Offerings are set aside for various mission projects and to provide funding for offering envelopes.
* The Principal serves as the offering coordinator.
* Students sit with their designated “Chapel Families”.

**Classroom**

Teachers are to lead their homeroom classes in daily worship experiences. Devotional booklets are provided by the church but teachers are free to use other appropriate materials. These brief devotional periods may include prayer, reading of God’s Word, an object lesson or story, and possibly even discussion. Devotions are usually scheduled four days per week with chapel being held on the fifth day.

**TESTING PROCEDURES**

**Achievement Tests**

1. The Iowa Test of Basic Skills is administered to grades 1-8 yearly in the fall or the spring, as scheduled.
2. Materials are available in the school office.
3. Tests should be administered in the morning. Religion class should not be cancelled. Teachers stay with their homerooms during the morning.
4. Tests of students having learning disabilities (as determined by a “staffing”) should be scored separately from the other students and so will not be included in the class averages.
5. Levels for Fall:
   1. Level 6 to Grade 1
   2. Level 7 to Grade 2
   3. Level 9 to Grade 3
   4. Level 10 to Grade 4
   5. Level 11 to Grade 5
   6. Level 12 to Grade 6
   7. Level 13 to Grade 7
   8. Level 14 to Grade 8
6. Levels for Spring testing (if that choice would be made):
   1. Level 7 to Grade 1
   2. Level 8 to Grade 2
   3. Level 9 to Grade 3
   4. Level 10 to Grade 4
   5. Level 11 to Grade 5
   6. Level 12 to Grade 6
   7. Level 13 to Grade 7
   8. Level 14 to Grade 8
7. The test consists of four sessions, administered on four consecutive days.

**Preparing Students for the Tests**

* Pupils should know why they are taking the tests and what use will be made of the results. They must be stimulated to earnest effort if the potential values of the testing are to be realized.
* Teachers should build up feelings of confidence and responsibility and avoid comments which might tend to make pupils anxious. Test behavior should be obtained under normal and representative conditions.

**USE OF TEST RESULTS**

1. Achievement tests are scored by machine.
2. Teachers are encouraged to consult the achievement test results to:
   1. Evaluate their teaching from the past year.
   2. Plan effective instruction for their students for the rest of the school year.
3. Iowa Test of Basic Skills report forms
   1. Placed in class file: Building Criterion – Referenced Skills of Averages, Group Item Performance Report
   2. Placed in student file: Student Criterion – Referenced Skills Analysis – Profile Narrative Report – Teacher’s Copy
   3. Placed ON student file: Pupil Profile Chart – Individual Cumulative Record
   4. Made available to parents by contacting the teacher: Profile Narrative Report – Parents Copy

# **APPENDIX A ANTI-BULLYING POLICY**

At Salem Lutheran Church and School, we acknowledge that children have been entrusted to our care. With that care comes the responsibility of providing a safe environment so that physical, social, emotional, intellectual and spiritual growth can take place. The mandate to care for one another comes from our Lord Jesus. Jesus commands us to love God and to love one another.

*Jesus replied: “‘Love the Lord your God with all your heart and* with all your soul and with all your mind.’ This is the first and *greatest* commandment. And the second is like it: ‘Love your neighbor as yourself.’” Matthew 22:37-39

At the heart of following Jesus command is a commitment by the faculty and staff of Salem Lutheran Church and School to model the love that Jesus has shown to us, to validate the pain caused by bullying behavior(s) and to take immediate action in stopping the bullying behavior(s).

We acknowledge that sin is a part of our human condition. One manifestation of sin is that of bullying behavior(s). Because of the grace shown to us in Christ Jesus, we embrace a conflict resolution model that emphasizes accepting responsibility for our actions and forgiving one another.

*If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness. 1 John 1:9 Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. Colossians 3:13*

**Bullying - A Definition**

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending himself or herself.

Bullying can take many forms:

* Physical bullying (such as hitting or punching)
* Verbal bullying (such as teasing or name calling)
* Nonverbal bullying or emotional bullying (such as intimidation using gestures or social exclusion
* Cyberbullying or Bullying through note writing (such as sending insulting messages by e-mail or sending insulting notes to others in the classroom)

Reference: www. stopbullyingnow.hrsa.gov

**Bullying Misconceptions**

Misconceptions regarding bullying behavior create problems in providing a safe environment and in restoring peace to the classroom. We are committed to naming bullying for what it is and to avoiding the excuses that are often given for bullying behavior(s).

Excuses:

* Bullying is a normal part of growing up, a life stage that everyone needs to live through
* Bullying has no serious consequences
* Those who are bullied “ask for it” or are simply getting what they deserve
* Bullying only involves physical attacks
* Adult intervention causes the bullying to escalate
* Students can resolve bullying problems on their own
* Bullies have this type of personality (reality: they are often victims of bullying)
* Bullies have an overly strong self-concept (reality: they bully because of fear and insecurity)

**Impact of Bullying**

The presence of bullying has a broad range of effects on the learning environment and on relationships. We acknowledge the effects of bullying and are committed to being aware of the results of bullying behavior(s).

* Stress of bullying interferes with a student’s ability to engage in classroom activities and interferes with learning
* Stress of bullying can cause depression, loneliness, low self-esteem, health issues and concerns, and in extreme cases, thoughts of suicide
* Stress of bullying can cause fear of going to school, fear of being in locations such as the bathroom or at recess, fear of riding the school bus or in a car pool situation
* Those who bully can develop serious antisocial and violent behavior patterns, including frequent fights, involvement in vandalism, smoking and drinking, truancy, and use of weapons.
* Bullying affects those who are witnesses by creating a climate of fear and intimidation and ultimately affects the learning environment. Reference: www. stopbullyingnow.hrsa.gov

**Anti-Bullying Policy**

**Procedure for Addressing Bullying - Salem Lutheran School**

* 1. Salem Lutheran Church and School will practice a zero bullying tolerance as the standard of behavior. Teachers will actively and consistently teach and model positive behavior(s), and have zero tolerance for aggressive or harassing behavior(s).
  2. Students demonstrating bullying behaviors will be subject to the discipline process as explained in this and the student handbook. Briefly summarized below.
     1. Address the situation with appropriate apologies given
     2. Loss of privileges: (recess, free time, etc.) or time out
     3. Visit to the principal’s office, inform parents for a student visit
     4. Parent/ Teacher/ Principal/ Student conference
     5. Referral: counseling as recommended by the principal and teacher
     6. Suspension-because of refusal of counseling
     7. Dismissal- to an alternative education program that is best suited to meet the student’s individual needs.
     8. Proper Authorities will be notified when criminal intent is obvious or when the situation warrants such action. This will include the Pastor.
  3. Staff members demonstrating bullying behaviors either on an active or inactive level will be subject to a conference and review with the appropriate supervisor(s) with an action plan given to address needed behavior changes. Follow up review(s) will take place at intervals determined by the supervisor(s). Severity of the staff bullying action may result in immediate dismissal.

**Identifying Factors**

**A. Bully**

1. Has a desire to hurt and/or control

2. Operates with an unjust use of control and power

3. Will repeat the hurtful action

4. Enjoys seeing the target suffer

5. Possesses a sense of the target’s susceptibility

6. Likes to be in charge

7. Believes he/she should get what he/she wants

8. Misperceives how others treat him/her

9. Has a network of friends that he/she controls

10. Denies feelings of the victim

**B. Target**

1. Passive Target

\* Quiet, sensitive, cautious, in interaction with peers

\* Lacks skills of assertiveness

\* Has diminished self confidence

\* May withdraw, run away, breakdown, or cry when confronted by a bully

2. Active Target

\* Anxious and insecure

\* Pesky behavior

\* Repeatedly annoys others

\* Lacks appropriate social skills

**C. Bystander (Witness)**

1. Empowers the bully with silence

2. Feel’s empathy for the target, but afraid to act.

3. Fears becoming a target if associated with the target

4. Is afraid of causing the situation to escalate

5. Seldom steps forward to defend or speak against the bully

6. May feel guilt

7. Lacks skills and knowledge in how to deal with the situation

8. Doesn’t seek help to resolve the situation

9. Sees silence as the only way to avoid being a target

**Common Misconceptions by Faculty and Staff**

1. Belief that they shouldn’t intervene because of a lack of conflict resolution skills

2. Belief that teachers alone have the ability to fix problems and prevent victimization

3. Fear that they will cause the problem to escalate

4. Unaware that adults are capable of and sometimes display bullying behaviors

5. Belief that bullying is a natural part of life

6. Belief that teaching core subjects is all that is required.

**Potential Target**

1. Teacher’s pet

2. New students

3. Those of different ethnic groups

4. Those with learning disabilities

5. Those who are athletically challenged

6. Those with social class issues

7. Those with health and hygiene issues

8. Shy students

9. Those who are easily manipulated

10. Those with physical appearance issues (real or perceived)

11. Those who lack assertiveness skills

**Strategies for Teachers and Staff**

1. Each teacher or staff member needs to examine his/her own behavior. Relationships of staff to staff, staff to students, and staff to parents need to be addressed.

2. Consistently confront inappropriate comments, jokes, and gestures.

3. Teachers and staff receive ongoing training in anti-bullying and assertiveness skills.

4. Model good behavior by using good communication, anger management and conflict resolution skills

5. Help students learn how to express themselves in positive ways.

6. Make expectations clear.

7. Recognize the importance of supervision in reducing bullying behavior(s).

8. Listen, validate, and intervene when bullying occurs.

9. Fill out a report form for teachers when bullying occurs. (See accompanying document)

10. Consistently enforce consequences for bullying behavior(s).

11. Give as much attention to the target and witness as to the bully when addressing bullying behavior(s).

12. Help the student take ownership for his/her behavior(s) by helping him/her accept responsibility, by fostering growth in self-discipline, by encouraging a Christian model of repentance and forgiveness.

13. Teach assertiveness skills to all children. If targets are taught to be assertive, they are trained to be victims.

**Strategies for Students**

Bully will learn strategies to:

1. Accept responsibility for his/her behavior
2. Change his/her thinking
3. Develop personal insight or self-awareness
4. Understand why he/she bullies others
5. Know what to expect as consequences of bullying behavior
6. Manage anger
7. Identify with feelings of the target
8. Explore positive ways to feel powerful
9. Gain strength and confidence (self-worth)
10. Target will learn strategies to:
11. Stick up for himself/herself (assertiveness skills)
12. Respond immediately to bullying
13. Report bulling incidents immediately
14. Differentiate between “reporting” and “tattling” (first is to help another/second is to get another in trouble)
15. Identify friend(s) for support
16. Gain strength and confidence (self-worth)
17. Learn and strengthen bullying resistance skills
18. Build social skills
19. Plan ahead to avoid potential problems
20. Use power skills to disarm bullies (See “The Bully Free” classroom resource for an explanation of power skills)
21. Fill out report: I saw\_\_\_\_\_\_ I heard\_\_\_\_\_\_ I did this\_\_\_\_\_\_
22. (See accompanying sample report for students)

Witness will learn strategies to:

1. Recognize bullying behavior
2. Differentiate between “reporting” and “tattling”
3. Read the emotional cues of a target
4. Know when and be empowered to intervene Help to physically remove target from situation
5. If bullying is physical, get attention of others immediately Fill out report: I saw\_\_\_\_\_\_ I heard\_\_\_\_\_\_ I did this\_\_\_\_\_\_
6. (See accompanying sample report for students)

**Strategies for Parents**

1. Each parent needs to examine his/her own behavior. Relationships of parents to staff and parents to parents need to be addressed.

2. Consistently confront inappropriate comments, jokes, and gestures.

3. Receive ongoing training and information regarding anti-bullying and assertiveness skills.

4. Model good behavior by using good communication, anger management and conflict resolution skills

5. Help own children learn how to express themselves in positive ways.

6. Make expectations clear.

7. When children are present, recognize the importance of supervision in reducing bullying behavior(s).

8. Respond immediately to incidences of bullying by first visiting with the appropriate staff person. Follow up with supervisor(s), if necessary.

9. Help children take ownership for his/her behavior

10. Empower children to report bullying.

11. Differentiate between “reporting” and “gossiping”. Reporting is necessary to conflict resolution. Gossiping prevents conflict resolution.

# **APPENDIX B DISCIPLINE PROCEDURES**

School Discipline Procedure

We feel that discipline should be self-imposed by the pupil, who is living as a child of Christ. However, all Christians are sinful beings. Salem, as a Christian school, must help the students when they fail to apply self-discipline. Because of this, the following procedure will be used:

1. When a problem first occurs, the teacher will ask the pupil to correct his/her behavior.
2. If talking to the pupil is unsuccessful, appropriate discipline measures, in accordance with the classroom discipline plan will be taken.
3. If the problem persists or if the infraction is severe, the adult supervisor will fill out the Salem Lutheran School Student Discipline Report, stating the infraction, the action taken and the additional action recommended (if applicable.) The pupil’s parents, the teacher and the school office will receive a copy of the report.
4. If the infraction is described as bullying on the Discipline Report, further steps will follow the Bullying Policy guidelines (Found in Appendix A.)
5. If the student has 3 infractions, a conference will be set up with the parents and teacher. The principal may also be involved in this conference.
6. If a child accrues 5 tardy or absences in a quarter, a Student Discipline Report will be filed.
7. If the teacher, the family and/or principal are not successful at correcting the problem, the pastor and/or the Day School Committee may be called to help work with the child and his/her parents.
8. If these measures are of no avail, the principal will suspend the student from school until both the parents and child meet with the teacher and principal, and agree to follow their suggestions for solving the problem.
9. According to the severity of the infraction and the emotional state of the child, the principal may impose an immediate suspension, which would by-pass the order of the School Discipline procedures.
10. If suspensions and accompanying parent/child/teacher agreement are not successful, the principal will expel the child from Salem.
11. If the parents feel the expulsion is unjust, they may appeal the action to the Day School Committee for a final decision.
12. Before and After (B/A) Care School Section for Discipline policy will follow all written plans for discipline for Before and After School Care.

**Please see appendix D of this document for the report.**

**Additional teacher information:**

* Please see the section “Rules and Procedures” for further information on those topics.
* Self-discipline is the goal of classroom discipline at Salem.
* Purposefully teach your students the school and classroom rules and procedures. Then review those rules and procedures periodically during the year.
* Of great importance is the courtesy and respect teachers show for each other and their students. We teach much by example. Sarcasm and ridicule should never be used at Salem. Quiet, private conversation concerning misbehavior can be very effective while retaining positive atmosphere in the classroom.
* When punishment is given, be firm. A punishment given but relaxed or forgotten by the teacher can be worse than giving no punishment at all because this lack of follow-through engenders disrespect. Teach the students that there is time for work (lessons) and time for play (recess). Those who play when the class works should work while the class plays.
* Be consistent. Do not punish on one day an act that on another day is overlooked or made light of. Do not punish one pupil more than another for the same misbehavior.
* Never accuse a student of misbehavior without evidence. Check all evidence and accusations thoroughly before administering punishment. It is a time consuming process but accuracy and truth are important if trust is to be maintained between students and teachers.
* Try to assign a punishment that fits the offense. Just as there are varying degrees of misbehavior, such as talking out of turn one time as compared to using obscene language, so
* there should be varying degrees of punishment, such as missing five minutes of recess as compared to being suspended from school for several days. The principal may be consulted when a teacher feels a student should talk with, and be counseled by another person.
* Parents should be informed and involved at the early stages of discipline problems.
* In cases of extreme misbehavior, or when there has been repeated and willful disobedience, students may be suspended or expelled from school by the principal. Students should not be physically harmed. Physical restraint should not be used except in self-defense or to protect other students
* Be a positive person! Look for the good in every child. Reward, encourage, support, and love your students, their parents, and your fellow faculty members. Use the law, then the Savior’s love.
* After the offense has been identified and punishment (when necessary) administered, express forgiveness, love and concern. Remind the child that God always loves them.

# **APPENDIX C. CHILD PROTECTION GUIDELINES OF SALEM CHURCH**

PURPOSE

This document establishes the Church and School policy and procedures in regard to protection of children entrusted to the care of Salem Church and its employees.

POLICY

It is the policy of Salem Church and School that:

* All paid adults and youth, who work with minors *(under age 18)*, must be screened and undergo a criminal background check prior to beginning work.
* All paid staff persons who work with minors must undergo a Screening Process. The steps and checklist to be used in the Screening Process are labeled “Attachment A”.
* Adults who have been convicted of either sexual or physical abuse of children/youth or those who have a history of inappropriate conduct with children will not be employed and shall not volunteer service in any church-sponsored activity or program for minors.
* Adult survivors of childhood sexual or physical abuse need and will receive the love and acceptance of our church family.
* Our guidelines and procedures for reporting suspected incidents of abuse, or any behavior, which seems abusive or inappropriate are labeled “Attachment B”.
* Our guidelines and procedures for responding to reported incidents of abuse are labeled “Attachment C”.

**IMPLEMENTATION**

The Board of Elders will have the responsibility to implement and enforce these guidelines and procedures, including the training of employees, maintaining confidential records, and implementing the screening process.

**Attachment A**

**Salem Lutheran Church and School**

**Child Protection Guidelines**

**Checklist for Paid Staff**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞎 Stressed importance of having a witness present when dealing with children one-on-one *(alternative: use open areas, leave door open, etc.)*.

🞎 Given copy of instructions for handling child abuse cases.

🞎 Checked references and conducted a personal interview *(keep written documentation)*.

🞎 Completed a criminal background check.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Checked by)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Date)

*Note: This form to be posted in each worker’s file. No worker is to be assigned until completion of the checklist.*

**Attachment B**

**Salem Lutheran Church and School**

**Child Protection Guidelines**

**REPORTING PROCEDURES**

The law requires a person to immediately report suspected and reported child abuse to the authorities and, in organizations such as Salem Lutheran Church and School to the appropriate individual in charge. A person who fails to do so can be prosecuted for a Class A misdemeanor or, in extreme circumstances, may be subject to civil liability for money damages.

Therefore, all paid staff at Salem Lutheran Church and School must adhere to the following procedures:

1. In the event of suspected, reported or discovered child abuse or neglect, a paid staff person will immediately make a report to the State of Illinois DCFS (telephone number: 1-800-25-ABUSE) or law enforcement agency.
2. In the event of suspected, reported or discovered child abuse or violation of the Child Protection Guidelines of Salem Lutheran Church and School, the paid staff person shall also immediately notify the principal or pastor (or, in the absence of both, a person designated by the Board of Elders).

\* Physical signs of molestation may include:

· lacerations and bruises

· irritation, pain or injury to the genital area

· difficulty with urination

· discomfort when sitting

· torn or bloody underclothing

· venereal disease

\* Behavioral signs of molestation may include:

· nightmares

· anxiety when approaching the church building or nursery or preschool area (beyond normal separation anxiety)

· nervous or hostile behavior toward adults

· sexual self-consciousness or acting out of sexual behavior

· withdrawal from church activities and friends

\* Verbal signs of molestation may include statements such as:

· “I don’t like.”

· “does things to me when we’re alone.”

· “I don’t like to be alone with.”

· “fooled around with me.”

*\* Adapted from Child Abuse: Governing Law and Legislation by I. Sloan (1983)*

2. Reports shall be documented in writing with the date of the report, the time of the report, the telephone number to which the report was made, the name of the recipient of the report, and a brief synopsis of the report. If at all possible, all oral reporting will be done in the presence of a recorded witness.

3. All paid staff members working with minor children will receive training at the beginning of each school year regarding the signs of child abuse, including child sexual abuse, and the steps to report any and all suspected child abuse.

**Who Are Mandated Reporters?**

Members of the general public may report suspected child abuse and neglect if they choose. However, Illinois state law mandates that workers in certain professions must make reports if they have reasonable cause to suspect abuse or neglect. Mandated reporters include:

**Medical Personnel:** Physicians, psychiatrists, surgeons, residents, interns, dentists, dentist hygienists, medical examiners, pathologists, osteopaths, coroners, Christian Science practitioners, chiropractors, podiatrists, registered and licensed practical nurses, emergency medical technicians, substance abuse treatment personnel, hospital administrators and other personnel involved in the examination, care or treatment of patients.

**School and Child Care Personnel:** Teachers, school personnel, educational advocates assigned to a child pursuant to the School Code, truant officers, directors and staff assistants of day care centers and nursery schools, and child care workers.

**Law Enforcement:** Truant officers, probation officers, law enforcement officers, and field personnel of the Department of Corrections.

**State Agencies:** Field personnel from the Departments of Children and Family Services (DCFS), Public Health, Public Aid, Mental Health and Developmental Disabilities, Corrections, Human Rights, Rehabilitation Services. Also includes supervisors and administrators of general assistance under the Illinois Public Aid Code.

**Others:** Social workers, social service administrators, substance abuse treatment personnel, domestic violence program personnel, crisis line or hotline personnel, foster parents, homemakers, recreational program or facility personnel, registered psychologists and assistants working under the direct supervision of a psychologist.

Mandated reporters who make good faith reports have the same immunity from liability under the law as non-mandated reporters. However, a mandated reporter's failure to report suspected instances of child abuse or neglect to DCFS constitutes a Class A misdemeanor; simply reporting suspicions to a superior does not satisfy legal requirements.

**How Should Mandated Reporters Make Reports?**

Call the child abuse hotline as soon as possible. Then you must send written confirmation to the appropriate DCFS field office within 48 hours. The DCFS will provide a form to use when sending this confirmation. If you suspect a child's death may have been caused by abuse or neglect, you must also call your county's coroner or medical examiner.

**Attachment C**

**Salem Lutheran Church and School**

**Child Protection Guidelines**

**RESPONSE PROCEDURES**

1. The official spokesperson for Salem Lutheran Church and School shall be the Senior Pastor, or in his absence, a spokesperson he has previously designated. All inquiries or requests for information from the media, attorneys or any other parties shall be referred to the official spokesperson. No person other than the official spokesperson is to release any information regarding any alleged incident of child abuse without the express approval of the official spokesperson.

2. The official spokesperson shall immediately report any alleged incident of child abuse to the State of Illinois Department of Child and Family Services.

3. The care and safety of the victim is our first priority. We will not confront the accused without the approval of the State of Illinois DCFS or law enforcement authorities.

4. We will not prejudge any person accused, but we will take any allegation of child abuse seriously and will reach out in Christian love and support to the victim and the victim’s family, extending whatever pastoral care resources are needed. We will fully cooperate with any authorities investigating an allegation of child abuse.

5. We will treat the accused with dignity and respect. If the accused is a paid staff person of Salem Lutheran Church and School, that person shall be temporarily relieved of his or her duties *(or assigned other duties as determined by the immediate supervisor)* until an investigation by the State of Illinois DCFS determines whether allegations are “indicated” or “unfounded.”

When investigative specialists establish that there is credible evidence to support the allegation of abuse or neglect, the case is “indicated” and the information is entered into the Department’s (DCFS) central computer system. This means that any further inquiry or allegation involving either the victim or the perpetrator which comes into the Hotline will reference the indicated finding.

If the accused is a paid staff member of Salem Lutheran Church and School, his or her income will be maintained, until allegations are determined to be “indicated” or “unfounded’ by the State of Illinois DCFS.

The procedure as outlined in the tables below will be followed using the DCFS finding for the allegations as the determining factor for determining the accused staff person’s continuing relationship with Salem Lutheran Church & School.

**DECISION TABLE 1: DCFS FINDING**

|  |  |  |  |
| --- | --- | --- | --- |
| **If the DCFS Finding for the Allegations is:** | **Non-Contract**  **Staff Member** | **Contract**  **Staff Member** | **Called**  **Staff Member** |
| Unfounded | re-instated | re-instated | re-instated |
| Indicated | terminated | terminated per terms of contract | Refer to Voters for resolution to remove from office  (See Salem’s By-Laws Article III. D.) |

Within 30 days of receiving the results of DCFS investigation the duties and/or employment of the accused shall be determined by this policy. Any appeal regarding responsibilities and/or employment shall be made to the Board of Elders within 30 days of accused being informed of decision.

**DECISION TABLE 2: APPEAL TO THE BOARD OF ELDERS**

(within 30 days of Table 1 reinstatement/termination)

|  |  |  |  |
| --- | --- | --- | --- |
| **If the Table 1 decision is appealed by anyone and results in an:** | **Non-Contract**  **Staff Member** | **Contract**  **Staff Member** | **Called**  **Staff Member** |
| Unsustained Termination | re-instated | re-instated | Refer to Voters for resolution to re-instate |
| Unsustained Re-instatement | terminated | terminated per terms of contract | Refer to Voters for resolution to remove from office  (See Salem’s By-Laws Article III. D.) |

If the accused is a called staff member of Salem Lutheran Church and School termination of the call will occur only after procedures outlined in Salem’s By-Laws (Article III. D.) are followed. The following is excerpted from the By-Laws:

Article III.

D. Removal

The removal of a called Pastor or Teacher shall be with the counsel and advice of a representative from the District President's Office, and any procedure agreed upon will no manner violate the sanctity of the call.

A meeting of the Voters' Assembly will be held for this specific purpose, and after all opinions and information have been heard, a printed ballot and signature card shall be mailed to each voting member. Ballots and signature cards shall be returned during a one-week interval, and will be tabulated by the Board of Elders. One-fourth of the eligible voters must vote and two-thirds majority of all votes cast shall be required voting in favor of removal.

6. All communication by the official spokesperson to the media, congregation, and public will protect the privacy and confidentiality of all involved.

7. All efforts in responding to the alleged incident of child abuse shall be documented by the Senior Pastor or his designated representative and maintained in a secure and confidential file.

# **APPENDIX D SCHOOL FORMS**

* Attendance Form - Office
* Lunch Form - Office
* Characteristics of effective school’s - Principal
* Characteristics of effective instruction - Principal
* Lutheran Teacher Oath - Pastor
* Lutheran Teacher Prayer- Principal
* Addresses and Phone numbers of local public schools, Lutheran schools, other non-public schools, CID office, Concordia plans - Office
* Signs of child abuse & neglect (see child abuse file) -
* Fire emergency escape routes (two maps only) - Principal
* Discipline Form - Office
* Curriculum - Principal
* Initial Special Service Referral Form - Principal
* Volunteer Opportunities
* School Calendar
* School Supplies List
* Birthday Book Club

Attached forms are in PDF and need conversion to MS Word. MHA



# **APPENDIX E PRESCHOOL SUPPLEMENT**

**SALEM LUTHERAN CHURCH AND SCHOOL**

**HANDBOOK**

**PRESCHOOL SUPPLEMENT**

Jacksonville, Illinois

August 2, 2016

A child is the only known substance from which a responsible adult can be made.

**Philosophy of Salem Lutheran Preschool**

At Salem Lutheran Preschool we believe that each child is God's special creation with unique abilities and a unique development pattern. Each child is given the opportunity to participate in developmentally appropriate

activities. The following aspects of the child are given attention in order that the whole child can develop in the manner in which God intended.

* Spiritual
* Intellectual
* Physical
* Emotional
* Creative
* Social

All this is done in a loving Christian environment.

**Teachers**

Director, Lisa Aring, is a trained Christian teacher with a Master's Degree and certified by the State of Illinois (EC and K-9.) Amy

White also is IL Certified and has a degree in Early Childhood. Both teachers periodically take courses to become informed on current happenings in Early Childhood.

**Admission Policies**

Children must be 3 or 4 years old on or before September 1, (depending on the class) of the current school term and also be toilet-trained (able to use the bathroom independently on a regular basis.) Parents are required to present a proper birth

certificate at the time of registration. A complete immunization record must be

submitted and maintained during the enrollment.

**Tuition**

Parents/guardians of preschool children will pay a tuition fee per month on a 10- month schedule. This fee is due on the first of the month.

**Clothing**

Students need to dress appropriately for play since plan is an important means by which children learn. Clothing should be com-fortable, easily managed by the child for toileting, and suited to the season. Clothing should also be the type that can be gotten dirty during play. Shoes should be non-marking and soft-soled. (NO CROCS, SLIP-ONS, CLOGS, OR SANDALS.)

**Supplies**

Each child must bring book bag to school each day. This bag is needed to carry projects and communication to and from school. A supply list with other needs is also sent home at the beginning

of the school year.

**Personal Belongings**

Special days will be designated for children to bring toys and other items to share with others. A "sharing bag" will come home prior to the child's special day. Therefore, all toys should be left at home on regular school days. If toys are brought to school, they will need to be left in the school bag.

**Parent- Teacher**

**Communication**

Communication is vital in the preschool situation. The teacher will meet with all children and parents before school begins in the fall. In January, a parent-teacher conference will be held for all students. In May, an optional second conference will be held. Parents are strongly encouraged to call the teacher at home after school hours or set up an appointment for a conference at any time during the school year.

A calendar will be sent home each month with topics to be covered, important school, events, and items that need to be brought to school. Please look at this each week and each school day! Further information may be placed in the weekly school newsletter, which will be sent home in the school bag. Our website www.salemjaxschool.net) will

have copies of all the information, along with a preschool website link.

The child's school bag is another means of communication. This school bag will be checked by the teacher or the aide each day.

The bag should also be checked for information when the child gets home. This is also a good time for parent and child together to discuss the contents of the bag and happenings of the previous school day.

**Illness**

A child should not attend school if he/she has begun taking antibiotics in the past 12 hours or has had a rash, diarrhea, vomiting, or fever in the past 12 hours. If there is any doubt about

whether the child should attend school, it would probably be best if the child was kept home. If the child becomes ill at school, the work or emergency phone number for that child will be called. If the child is sent home with a fever, he/she should not return to school for 24 hours.

**Schedule**

The following is the approximate schedule for your child's preschool class:

**3-Year-Old Class**

(2 or 5-day program)

Free Play

Guided Individual Activities

Recess or Gym

Jesus-Time

Snack

Bathroom Break

Quiet Time

Group Time

Story Time

Closing and Dismissal

**4/5- Year-Old Class**

**(3 or 5-day program)**

Free Play

Guided Individual Activities

Recess or Gym

Group and Jesus-time

Snack

Small Groups (Readiness Skills)

Clean-Up

Story Time

Closing and Dismissal

**Arrival Times**

Arrival times for students are 8:05 a.m. and 12:20 p.m. Classes begin at 8:20 a.m. or 12:30 p.m. Children who need to come to school before these times must be enrolled in Before School Care or Daycare. These children should be taken to the appointed place and signed in at arrival. They will be

accompanied to the classroom at the proper time. After school care is available after all preschool classes.

**Daycare**

School-day day care is offered on a regular basis for those enrolled in the 5-day afternoon class. Early morning care and care after 3: 15 p.m. are also offered regularly, when school is in session. Afternoon care is offered, if there is a demand for this service.

**Dismissal**

It is expected that children will be picked up promptly when class is over.

**Nutrition**

Children will take turns providing snack on Thursdays and Fridays. Snacks should be nutritious (minimum of sugar and preservatives) and prepared in a State-Licensed kitchen. Those whose turn it is to provide snacks will be listed on the calendar that is sent home monthly. Snack

on the other days of school will be provided and/or cooked in class.

**Birthdays**

We want to celebrate birthdays at school. If you desire, you may provide a birthday snack on your child's birthday, but this is not mandatory. Please let the teacher know ahead of time, if you choose to do this. We will have an "un-birthday" party at the end of the year to celebrate all summer

birthdays.

**Discipline**

We do have rules that have to be followed. This is necessary for teacher and child. Discipline will be kind, yet firm and as positive as possible. Time-out will be used when the children know and understand the rules. The 3 and 5-day classes use an apple chart for behavior. Christian love and the forgiveness we receive through Christ's death and resurrection are reinforced through any discipline.

**Conclusion**

The staff of Salem Lutheran Preschool strives to make this the best school year possible for your child. We ask that you talk and listen to your child regularly about school, send the items needed by your child to school as they are requested, read to your child daily, let the teacher know as soon as there is a problem or misunderstanding, and most of all---keep us and our ministry in your prayers!