

Artemus Ward Staff Handbook

**2017 - 2018
SCHOOL YEAR**



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ARTEMUS WARD SCHOOL

Motto

Every Scholar, Every Moment, Every Day: Attend, Believe, Achieve!

Vision

Artemus Ward School envisions a place where all students strive for excellence academically, socially, and emotionally in a safe and supportive community.

Mission/Philosophy

The Artemus Ward provides all students with a safe and nurturing environment to support the development of academic excellence and the creation of civic-minded members of society who make ethical decisions. This is accomplished through the use of a core curriculum that respects the individuality of each student and encourages them to maintain the highest expectations for themselves as they aspire to become productive and contributing members of society.

2017/18 Goals:

- 100% of parents conferenced
- 80% of students reaching their NWEA growth targets
- 40% of scholars above the 50% percentile
- 15% Increase in the number of scholars proficient in reading and math
- Reduce the percentage of scholars that are limited to no more than 25%
- 93% attendance rate or higher for scholars
- 5% increase in all metrics of the Conditions for Learning Report

2017/18 Instructional Focus:

- Math Foundational Skills
- Dolche Sight Words (K – 3)
- Tiered-activities
- Inclusive, collaborative planning
- Writing

Mascot: Cardinal

Hours and Operations

School Hours

Each member of the Artemus Ward learning community plays a key role in supporting the academic goals of our scholars. In order to best serve our scholars and the academic goals that are critical to their success, it is imperative that all staff be prepared and on time to all meetings and academic activities. Your participation in this team is highly valued and pivotal to the achievement of our academic goals. Continuous tardiness and/or shortening of the workday will not be tolerated and will result in the issuance of a letter of reprimand and/or use of sick time. If you must leave the building before dismissal prior approval of the principal or assistant principal is necessary. All teachers are to sign in upon arrival in the main office.

- **Building opens at 8:00 am**
- **Teacher Hours Mon-Thurs 8:10-3:40pm**
Fri. – 9:00-3:40pm
- **Building closes at 5:00 pm**

100-Minute Schedule

Monday: Teacher Planning

Tuesday: Teacher Planning (Administration Open Office Hours)

Wednesday: Professional Development

Thursdays: Teacher Based Team Meetings

Fridays: No Meetings

Professional Development: A professional development calendar will be set and posted in Outlook365, which can be accessed on the same page you access your email from. All school activities will be posted in this calendar so please check it regularly. If you have a suggestion for PD please do not hesitate to contact our instructional coach, Mrs. Cree.

Teacher Based Team Meetings: TBT meetings will take place on Thursdays of every week. The TBT's will be organized by grade and/or subject. Teams are flexible and may change through the course of the year. The TBT is a state mandated process.

Committees: Participation in committees, both voluntary and elected, is a professional component of the teaching practice and can be evidenced in the TDES framework. Committee meeting times will be established in the first weeks of school and will meet as needed in support of their goals. Committees include: Attendance, PBIS, UCC, Sunshine, Wellness, SST and AAP.

School Calendar

A school and district calendar of events will be maintained in Office365, which is also where you sign in to your email. To access this calendar you simply click the calendar icon located directly to the right of the icon you would click to access your email. All school and district events will be managed through this calendar.

Events to be listed include:

- District Events/PD
- Building Events/PD
- Fire/Tornado Drills
- Athletic Events
- TDES Events

School Website

An Artemus Ward website has been created to keep our families and school community aware of important events, dates and other aspects of our school. Ms. Funk will be the first responder for the webpage with Ms. Beets and Mr. Widman also providing support. Every teacher will have the opportunity to post pertinent class information on their own webpage.

Weekly Staff Bulletin

All administrative memos will be sent electronically. It is crucial to check your emails each day. The weekly bulletin will host a variety of items that are important to the success of our building. These include: weekly schedule of events, important updates from various staff members, upcoming professional development and instructional updates, testing updates and a host of other items relating to instruction and general building operations. If staff members are unable to receive emails, the principal or assistant principal is to be contacted immediately.

Teacher Attendance/Sick Leave

Being here each day makes a huge difference in the general culture and operation of the building. That being said we do understand that family and health come first. As a general courtesy to your peers and students please contact the sub center immediately when you know you will be out. In addition a text sent to the Principal, Assistant Principal, and Secretary is greatly appreciated. All time off must be recorded in Workday.

Substitute Plans

In addition to regular lesson plans, teachers should maintain 3 DAYS of emergency substitute plans. Regular substitute plans must be on file in your classroom and visible in the event they are needed. If any plans in this folder are used, replace them with new plans upon returning to school

Sub folders should contain the following:

- A current classroom roster
- A current seating chart
- A current daily schedule including duties, special assignments, classroom rules, consequences, and rewards
- The location of your lesson plans and any books, worksheets, etc.

- Specific instructions to the substitute teacher including directions, special students and location of certain items.
- An emergency lesson plan or general activities the substitute can use to work with the students should you have an activity planned that cannot be done in your absence.
- Lunch procedures/duties.
- Fire/Tornado/Security Drill procedures.
- Lavatory times/procedures/helpers.
- Dismissal procedures (walker/buses/daycare).

Leave of Absence

Any staff member requesting a leave of absence due to an extended illness, parental leave, disability, or professional studies must fill out the request for leave of absences form. An original physician's statement or other appropriate documentation is required before your request for leave is considered. Upon returning, to the District, you must complete and submit a Request to Return To Work form. Both forms can be requested from the main office.

Personal Leave/Special Privilege

Personal absence to attend to personal business that cannot be attended to other than school time may be requested. Applications for Personal Leave are available in the office and must be filed at least 24 hours in advance of the absence. Special Privilege time off needs to be entered into Workday.

Missed Planning Periods

When a teacher misses a planning period due to unforeseen circumstances, he/she will be reimbursed for the time missed. Class coverages are to be entered into Workday.

Daily Attendance for Students

Attendance should be completed electronically by 9:30 am daily. In the event there is a substitute teacher or the computer system is not working, attendance should be completed on paper and delivered by hand to the office. Attendance is to be completed in PENCIL only. The office makes all changes. Student leaders are to bring the attendance folders to the office. Any child that arrives to school after 9:15 am will sign in at the front office and receive a tardy slip. Tardies will be entered into eSchool before noon. Do not accept any child after 9:15 am without receiving a tardy slip. Students should follow up absences with a note for a parent/guardian or medical professional. All notes are to be placed in the Attendance folder and returned to the office.

Student Data / Student Files

Student data is stored in two general locations. The majority of student data can be found and accessed in SchoolNet. This database can be accessed through the districts main pages. Student files are also located in the main office. Student attendance data, standardized test scores, and parent contact information can all be found in SchoolNet. Faculty members must review this information and familiarize themselves with the record of each student. All materials contained in the student's files must be kept strictly confidential, and at no time is any student file to leave the main office without permission. Parents are not to have access to these files without permission from the principal. All requests, for access to student records, must be in writing. If you are missing a student's record, please notify Ms. Bisaroe or Ms. Funk in writing.

Parent and classroom visitation

All efforts will be made by to preserve the integrity of instructional time in the classroom by minimizing class interruptions. While parents are welcome to visit the school, appointments with teachers must be made in advance and be approved by the teacher. All visitors MUST report to the main office before visiting any area of the building. At this time a building pass will be issued and must remain visible at all times. If you see an adult without a pass please ask them to report to the main office and notify the office via phone.

Field Trips

- Once a field trip has been established, teachers must enter the field trip in Triptracker. Once the field trip has been entered, Mr. Myslenski will be the next in line to approve it. Ms. Stofan is the 1st responder for the field trips if you have any questions or need assistance.

Procedural & Behavioral Expectations

Student Code of Conduct

The student handbook contains all items relating to the rights and responsibilities of students, parents, and staff. Please refer to the following pages to access detailed guidance on behavior infractions and dress code. It is important that all students are familiar with this document and sign a verification form that states that they have been familiarized with it. All new students will meet with the PCIA upon their arrival to the school, receive a handbook, and sign a handbook verification form. If for some reason the PCIA is not available this will be done by building administration. All handbook verifications will be turned into Ms. Beets.

Referral Process

Attached to this handbook you will find a referral form along with a list of behavior infractions that can be found in the Student Code of Conduct. Review this list and note the level and "potential" administrative consequences associated with each infraction. If a student violates

class or school rules and the teacher feels that administrative intervention is necessary a referral form must be filled out “completely”. I emphasize this due to the fact that student misconduct is tracked thoroughly to identify trends and patterns in behavior as a way to address them. You are encouraged to provide as much information as possible regarding the matter at hand and to offer your recommended consequences. This will help us come to a fair and accurate disposition as it relates to the matter. Upon providing a scholar due process a disposition will occur. The findings will be recorded in OneDrive/SWIS for teachers to access.

To send a student to the office, they must be accompanied by a completed referral form. Students are to be sent to the main office with their referral. Once in the office, the secretaries will notify administration that there is a referral. In an emergency situation, security should be called to escort the student. The student could also be sent with a peer. Use your discretion when sending students with other students this may not be appropriate given certain situations.

PBIS/General Discipline Strategies

Artemus Ward has adopted PBIS (Positive Behavioral Interventions and Supports) as a cultural plan to increase the positive behaviors students exhibit while decreasing negative behaviors through explicit teaching of expectations. The PBIS system is designed to be proactive versus reactive. A PBIS committee has been assembled and will work to support all stakeholders through the process of designing the specific plan that meets Artemus Ward’s needs as well as implementation with fidelity. The following components will be a part of the PBIS plan:

- School Wide Expectations – S.O.A.R.
 - o S – Scholarly
 - o O – Organized
 - o A – Accountable
 - o R – Respectful

- Behavior Expectations Matrix
 - o Matrices have been developed for common areas of the school. The matrices are designed to teach students the expectations for each area of the building while displaying “S.O.A.R.” behavior. Lesson plans will be created by the PBIS committee for teachers to facilitate with their classes so students are prepared to follow school-wide expectations.

- Major and Minor Behavior Flowchart
 - o The PBIS Committee has developed a flowchart for teachers to refer to in determining if the behavior is classroom managed versus teacher managed. The flowchart is to be followed. Students in grades 3 – 8 will have a behavior reflection to fill out that is part of the minor infraction process. In the event that a behavior is office managed, a referral is to be filled out completely and the student is to be sent to the office with the referral. Security should only be called in the event of an emergency with a student.

- High-Frequency Student Rewards
 - o Students exhibiting S.O.A.R behavior will be acknowledged by earning Cardinal Cash. Students will be able to spend their Cardinal Cash bi-weekly through the School Catalog.

- Low-Frequency Student Rewards
 - o Teachers will be given the opportunity to also acknowledge students through positive referrals. Teachers can write positive referrals for students when a student is going above and beyond expectations. Referrals can be placed in Ms. Beets or Ms. Pecek's mailbox. Students that earn positive referrals will be "Shouted Out" on the morning announcements.

- Behavior Data
 - o Office Referrals will be documented through a behavior tracking system called SWIS. Once a month, during staff meetings, the PBIS committee will facilitate a session. The session will include analysis of behavior data as well professional development related to implementing PBIS.

The most important component of PBIS is to focus on the students' behavior and teaching expectations in positive way. With PBIS we will work to ensure all students are treated respectfully when being redirected as well praise students when they are meeting expectations. We will praise publicly and redirect privately.

Planning Center

Students must be referred to the Planning Center via the Building Administration in one of three ways:

- **Self-referral** - a student may be anxious about a problem at home, school or the community. A student must have permission from teacher before entering the planning center.
- **Staff member referral** - removal for educational intervention, student safety, tutoring and/or class disruption. All planning center placements need to be approved through administration.
- **Parent referral through the principal/teacher-** students safety or special arrangement

The Planning Center is the last stop before a student is removed from the building, and the first stop when a student returns from being suspended or involuntarily transferred from another school. This initial visit may consist of a 15-minute meeting between the PCIA and the student, which is an important part of transitioning students from suspension or as new enrollees to a school. Students will receive support that will help prepare them to return to a cohesive learning environment. If a student continues to experience difficulties, the PCIA may refer the students to the Student Support Team.

Student Dress Code

Student dress code is to be enforced by all staff members and should be addressed immediately upon notice. When a student is out of dress code a conference should be held immediately to identify the root cause. If the family of the student is unable to purchase a uniform due to a financial situation administration should be notified. Guidelines for dress code violations are as follows:

1st offense: The teacher who addresses the dress code issue will document it in the OneDrive spreadsheet.

2nd offense: The teacher who addresses the dress code issue will document it in the OneDrive spreadsheet.

3rd offense: The infraction should be documented and the building administrator should be notified. The building administrator will hold a conference with the student and the student's parent/guardian/legal custodian within 24 hours in order to resolve the concern. The conference may be held in person or by phone. The building administrator may assign the student a detention and may utilize a behavioral contract.

4th offence: the building administrator will assign the student to receive instructional services in the building planning center for one day or until the concern is resolved. The building administrator may utilize a behavior contract.

Repeated violations of the uniform policy will result in a Level 2Q offense in the student Code of Conduct and will be addressed accordingly.

*Note that we will be purchasing uniforms for students in all grades upon availability students will be able to use these upon them offering something as collateral. This could be a book bag or personal item. This is with the intent that they remember to return the uniform.

Entering the Building

Line cues will be set up outside in the morning for students who are accompanied by parents and for students in the general population. Students are to enter the building in a quiet and orderly manner and report directly to the cafeteria. Students in grades 4-8 are to report directly to the gym after eating. Students in grades K-3 will remain in the Cafeteria until they are picked up by their teacher at 9:05am. Two student leaders will be assigned to the front hallway to ensure that students do not loiter in this area.

Breakfast Room

Breakfast is served from 8:40-9:10am daily. Teachers are to meet their students in the designated area promptly at 9:05am. This 5 minute window is a trade off of a 5 minute staggered start time (8:15 instead of 8:10am). Students are to sit in tables marked by grade level. Students are to remain in their seats for the duration of breakfast. Students who repeatedly break this rule will be assigned administrative detentions. Two Paraprofessionals will be assigned to the breakfast room with administration and teaching staff assisting when possible.

Transitioning in the Hallways

All transitions in the hallways are to be quiet and orderly. Checkpoints are visually located in various areas of the building on both the 1st and 2nd floor and stairways. All scholars are expected to stop at these checkpoints. Checkpoints have been established as points where order is assessed and maintained. Students should not proceed from any point until they are quiet and orderly.

Hall Passes

No student is to be unattended in the hallway without a pass. Student planners will be used as passes for all students. In addition multiple students should not be sharing a single pass.

Bathroom Breaks

Bathroom breaks are to be taken as a class. Only in cases of emergency should students be sent to the bathroom and they must have a pass. If students are sent on an emergency basis, a class a sign in/out sheet is to be used with the students name and time of exit. Class leaders will be assigned to check the bathrooms for cleanliness after each class is done. Please work together with your colleagues to devise a bathroom break schedule. Ideally, no classes should be taking bathroom breaks at the same time. Students in grades 1-8 should be sent to the bathroom alone in cases of emergency. PreK and Kindergarten students may be sent in pairs.

Lunchroom Drop-Off/Pickup/Behavior

Lunches are co-ed. Classes will be assigned as either an “A” or “B” group. “A” groups will eat first and be dropped off in the cafeteria. “B” groups will eat second and be dropped off in the gymnasium.

- If you are dropping your students off in the gym (group “B”) students are to proceed to the bleachers and be seated quietly in their assigned area. Teachers are not to leave their class until all students are orderly and sitting in their assigned areas. After this occurs the recess moderator will take over. When picking up students the lunch moderator will ensure that all students are seated, quiet, and prepared to line up. Upon the teacher’s signal, student will line up on the blue walkway and proceed out of the gym to the first checkpoint.
- Students eating lunch first (group “A”) are to be led into the lunchroom by their teacher and are to sit in their assigned seats. We ask that teachers do not leave the cafeteria until all students are in their assigned seats. During pickup students will be asked to be silent before being dismissed from their table. Students will be dismissed by the lunchroom moderator (an administrator or assigned teacher). Upon dismissal students will line up in an orderly fashion and, upon the teachers cue, proceed to the 1st checkpoint.
- No student will be permitted to leave the Cafeteria at any time with a written note from a teacher.
- Students are to remain in their seats for the duration of the lunch periods. Students will be assigned tables by grade.
- No class will be dismissed until the area around their table is clean.

	A	B
Period 4	01, 02, 10, 20	11, 21
Period 5	30, 31, 40, 50	32, 41, 42, 51

Period 6	60, 70, 80	61, 71, 81
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Dismissal

All staff are expected to actively participate in the dismissal process. Classes are to be walked completely out of the building by their teachers. All middle students in grades 5-8, with the exception of bus riders, will exit out the Sherry Ave. doors. One administrator will be present at this exit. All students in grades K-4 will be dismissed out of the Bellshire Ave. exit. One administrator will be assigned to this exit. Security will be stationed at the main entrance and a teacher will be assigned to the center stairway to ensure students do not use the stairway. Intervention Spec. will be assigned to assist upstairs, the main hallway, and at the Bellshire and Sherry Ave. doors. Paraprofessionals will assist in the main hallway, and Bellshire and Sherry Ave. doors. All late pick ups (after 3:50pm) are to be sent to the main office. Bus riders and K-4 students will proceed towards the exit doors at 3:40pm

Monitoring Students

Students are never to be left unattended. Send a note to a neighbor, support person, paraprofessional, or the office if an emergency arises where you must leave your area of responsibility. Improper supervision more often than not results in a variety of misbehaviors that undermine the education process.

Dismissing of Children (Appointments/Early Pickup)

Children who leave school at a time other than the regular dismissal time are to be dismissed to parents through the office. Students will be called down to the main office when their parent arrives to pick them up. Please do not send students down to the office in advance or on their word. Dismissal notes from the parents should be brought to the school in advance and sent to the office for approval.

Cell phone policy (pg.7 of Student Code of Conduct)

See attachment

Student Attendance (pg.26 of Student Code of Conduct)

See attachment

Transportation of Students

No student is to be transported by any staff members' in his/her personal vehicle without prior permission of the parent and principal.

Students Leaving the Building

Students are not allowed to leave the building during the school day without permission from administration and parents.

Hall Pass

No student will be allowed in the halls during class periods unless they have a hall pass or note from their teacher.

General School Rules

- No food or gum in the classroom
- Food brought to school must be stored in lockers or bookbags until lunch
- No food is to leave lunchroom
- No glass should be brought into school
- Drinks should not exceed a liter
- General class rules are to be established by individual teachers and posted clearly in each classroom
- All bathroom breaks are to be held as a class.
- Teachers may use their discretion for class incentives

Professionalism

- The appearance of all staff members should be a credit to the profession. Research clearly indicates that the teacher's manner of dress has a significant impact on school climate as well as the student's attitude and performance at school.
- Timeliness to all meetings is expected. As part of a professional learning community your input is highly valued. Excessive tardiness will not be tolerated.

Student Leadership: Roles and Responsibilities:

Assigning Student Leaders in the classroom fosters ownership, community, and cohesiveness among class members. When students feel more involved in the daily operations of the classroom, they begin to positively manage themselves and each other. Not only are students honored to hold these titles, an added benefit is a carryover effect that builds upon positive leadership skills. Throughout the year we will discuss various ways to elect student and class leaders, but for this year I am asking that teachers select students who have proven to be socially and academically responsible to the positions on a quarterly basis. The 8th grade will be the exception where students will be elected from a pool of qualified scholars.

Roles and Responsibilities:

- Line leaders: both the front and back of the line
- Bathroom checkers: bathrooms must be checked after class usage
- Lunch table checkers: all tables are to be wiped and free from debris before pick up
- Handle materials and supplies in the classroom
- Timekeeper
- Assist substitute teachers when teacher is out
- Hall monitors: morning/lunch/dismissal
- Closet monitor
- Timekeepers

Instruction

Lesson Planning and Preparation

- Plans reflect extensive knowledge of the content and of the structure of the discipline as it pertains to the objective.
- Plan actively builds on knowledge of prerequisites when describing instruction
- Plans address causes for student misunderstanding
- Knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs is evident in the lesson
- Instructional outcomes are stated as challenging learning goals that can be assessed reflecting rigorous learning and Ohio curriculum standards.
- Outcomes represent different types of content
- Outcomes offer opportunities for both coordination and integration, and take account of the needs of individual students.
- Teacher seeks out and uses resources in and beyond the school or district in professional organizations, on the Internet, from families and colleagues and in the community to enhance own knowledge, to use in teaching, and for students who need them.
- Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning as they relate to concepts and processes in Ohio standards and school/district curriculum.
- The lesson or unit's structure is clear and allows for different pathways according to student needs.
- Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development.
- Assessment methodologies have been adapted for individuals, and the teacher intends to use assessment results to identify student strength and areas for growth to plan future instruction for individual students.

Classroom Learning Environment

- Interactions both between the teacher and students, and among students should be polite, respectful, and reflect general warmth and caring.
- Interactions are to be appropriate to the cultural and developmental differences among students
- The classroom culture is to be characterized by high expectations for students and a commitment to the subject by both teachers and students.
- Students demonstrate pride in their work and this should be visible in the classroom
- Standards of conduct are to be clear to students and response to student behavior appropriate and recognizing student dignity
- Little instructional time should be lost during transitions, the handling of supplies, or on non-instructional duties.

Data/Goal Setting

Utilizing data to make informed individualized instructional decisions is core to our mission at Artemus Ward. Throughout the year we will use the following data reports in this process. All teachers are responsible to know how to access and use these reports:

- OST Results
- NWEA Quadrant Report
- NWEA Student Summary
- NWEA Class Summary
- Attendance Reports
- Compass Learning Progress Reports
- AIMsWeb

Having set individualized academic and behavior goals for each scholar is critical to their success in school and in life. Student goal sheets will be distributed at the beginning of the year. The goal setting form should serve as a framework for your conferences. Keep all goal setting forms in a central location (binder). They will be used during parent conferenced and should be visited periodically.

Instruction

- Expectations for learning, directions and procedures, and explanations of content are to be clear to students
- Teacher’s oral and written communication should be clear, expressive, and appropriate to students’ cultures and levels of development
- Communications need to anticipate possible student misconceptions by clarifying content and the presentation of information in multiple formats.
- Questions are to reflect high expectations and be culturally and developmentally appropriate.
- Students are to be encouraged to formulate high-level questions
- All student voices are to be heard.
- Students are to be highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials
- The use of instruction materials and resources are to engage students in the ownership of their own learning, and the lesson is to be adapted as needed to the needs of individuals using an appropriate balance between teacher-directed and student-led learning to support individual learning and the structure and pacing allow for student time for reflection and closure.
- Assessment is to be used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
- Teachers are to examine assessment data to identify classroom trends for individuals and groups and anticipate learning obstacles
- Teachers seize opportunities to enhance learning, building on a spontaneous event or student interests

Writing – Focus Strategies for 2017/2018 TLC:

Writing Across the Curriculum will be a core academic focus for the 2017-2018 school year. TBT will be broken up by content area. Writing will expected to be evident in all disciplines. The following strategies will be focus in the upcoming year.

- **Art of a Sentence**

- **Show Call**
- **Build Stamina**
- **Front the Writing**
- **Everybody Writes**

Focus Strategies from 2016/17 TLC

During the 16/17 school year the following strategies were a focus and we will continue to work to strengthen them.

- **Stretch It**
 - Do not settle for simple incomplete answers
 - Ask how and why
 - Ask for another way to answer
 - Ask for a better word or more precise expression
 - Ask students to apply the same skill in a new setting
- **No Opt Out**
 - Eliminate the option for students opting out of answers
 - You provide the answer; students repeat
 - Another student provides answer; students repeat
 - You provide cue; students use it to find answer
 - Another student provides cue; student uses it to find answer
- **Circulate**
 - Break the plane within 5 minutes – the longer you wait they end up owning the room
 - Be purposeful as to why you are circulating
 - 4 types of interactions: simple walk by, touch/non-verbal, basic review, pick-up read
- **Art of a Sentence**
 - Ask students to synthesize a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms
 - Doesn't need to be lengthy, but needs to be concise
 - Needs to have relevant and effective word choices
- **Precise Praise**
 - Manage positive feedback to maximize its focus, benefit, and credibility
 - Differentiate acknowledgement from praise
 - Use acknowledgement when students meet your expectation
 - Use praise when they exceed it
 - Avoid deflating statements and sarcastic responses

Instructional Feedback to Staff

Student achievement and the overall success of our school is founded on our professional learning community working together to collectively educate our scholars. To do this it is important that administration and staff work together to ensure our scholars receive the best instruction possible. Feedback will be provided via informal walkthroughs and the TDES process. Non-evaluative feedback will be provided through informal conversations, email, and handwritten notes. Know that this feedback is being provided for growth and to ensure our students get the best education possible. The administration will hold open office hours on Tuesday mornings to discuss classroom observations and feedback.

Supplies

Student supply lists should be sent home on the last and 1st day of school. When leaving for the summer be sure to submit your supply lists for the following year to the main office. That way if parents call to inquire we will have it on hand. If you are in need of additional supplies pertaining to instruction a request can be made with the school secretary. School supply lists will also be posted on the school website for parents to access.

Grading Policy

Grading shall be that system of measuring and recording student progress and achievement, which enables the student, parents, and teachers to:

- Learn the student's strengths and weaknesses.
- Know where remedial work is required.

Such grades shall indicate the students' progress against both their own potential for achievement and the achievements of others in their class as appropriate to the grade level and subject matter.

Parent Contact and Conferences

Our goal is to have 100% of parents conferenced with throughout the school year. Please establish contact with all parents. Establish cooperation and inform them of what they can do to assist in their child's educational career. Parent contact should not only be utilized when there is a problem in the classroom. It should also be utilized when positive things occur. It is recommended that you keep a phone contact log.

Use of Bulletin Boards

Classroom bulletin boards accomplish the following:

- Give students a sense of pride in their work
- Give visitors and other teachers a way for to appreciate the learning taking place in our classrooms
- Give other potential ideas for their own classroom
- Offer an opportunity for you to get feedback from others

Guidelines for Hanging Work:

- Changed monthly - Should be changed as close to the beginning of the month as possible

- Work doesn't have to be perfect, but it should be graded accurately and contain feedback
- Objective, rubric, grading scale, and a synopsis or explanation of assignment should be hung with all work samples
- Should display the teacher's professionalism and be Print Rich.
- Demonstrate rigorous and engaging work
- Needs to be dated

General & Misc.

Staff Recognitions & Incentives

A recognition committee will be selected on a volunteer basis. The purpose of the committee will be to assist administration in recognizing staff for a variety of accomplishments. Areas of recognition include:

- Best Attendance
- Most Improved NWEA class performance
- Highest Overall Achievement Level
- Most Growth
- Citizenship Class
- Team Player
- Extra Mile

Differential Positions

- Volleyball (girls)
- Basketball
- Cheerleading
- Chess
- Soccer (SCORES)

Certification/Licensures Requirements

If you are in the final year of your current teaching certificate or license, please be advised that coursework/professional development requirements for renewal/transition must be completed by September 1 of the year the certificate or license expires. It is the responsibility of the certificate/license holder to keep abreast on the expiration date of his/her certificate/license.

Corporal Punishment

Teachers shall not use disciplinary methods, which may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including, but not limited: slapping, paddling, or prolong maintenance of a student in physically painful positions, and intentional infliction of bodily harm) may not be used.

Reporting Accidents/Injuries

Any incident resulting in a student injury should be reported to security and administration. For all injuries minor or major a parent **must** be notified by the adult supervising that child. If the child shows up to you with an injury please take a moment to check to make sure that someone notified their parent.

Building Security

- Parents/Visitors **MUST** have an office pass/badge at all times. Do not accept visitors in your room without a pass from the office.
- **NEVER** release a child without a pass for the office
- Do not accept a new child without a pass from the office
- **UNDER NO CIRCUMSTANCES** may a parent speak with a child that is not theirs for any reason. Notify the office immediately if a parent is persistent.
- Keep purses/valuables out of sight and locked up.
- Do not allow students to sit at your desk.
- Carry your keys with you at all times. Never leave keys in a door or on your desk. Report lost keys to the main office immediately.
- At the close of school, all windows should be closed and secured. Do not rely on custodians to do it for you.
- ALL OUTSIDE DOORS ARE TO BE LOCKED AT ALL TIMES EXCEPT ENTERANCE AND DISMISSAL TIMES. THERE IS TO BE NO PROPPING OF THE DOORS FOR ANY REASON.

Use of Volunteers

Teachers are encouraged to use volunteer lay help as much as possible in carrying out class projects, activities, etc. However, there are very specific guidelines detailing the application process and the duties that volunteers may perform. Be sure to reference the district Volunteer Guideline Handbook before accepting volunteers. Lay volunteers should not be used for jobs involving highly confidential matters such as entering student grades in grade books, health information in student records, etc.

Fire and Security Drills

Familiarize students with the instructions that should be posted in your room. Teach your students the directions they must follow and proper drill standards. No running, pushing, talking, or holding hands. You must take a list of your students with you during a fire drill.

- Post cards prior to students first day of school (request from the office if you need new ones) post near/over/by door
- Practice safety areas for each drill this week and the following week.
- Remind students that it is against the law to pull or touch the fire alarm. Students may be suspended up to 10 days for sounding a false alarm.

By law a Fire Drill will take place each month. Please be aware that there will be several unannounced drills, therefore you will need to make sure your students are prepared for all drills and know what is expected of them. All fire drills have been scheduled for the year and are on the Outlook Calendar.

Tornado Drills

Tornado drills are to be conducted once a month between April and July. When children are assembled in interior hallways during a tornado drill or warning, they should be instructed to respond to a specific command to assume protective postures, facing interior walls, when the danger is imminent. Such a command might be: "Everybody down!" It is essential that this command be instantly understood and obeyed. Illustrations showing the protective position should be posted on bulletin board.

Abuse and Neglected Child Reporting

A District employee who has reasonable cause to suspect that a student may be an abused or neglected child shall report such a case to the Department of Children and Families Services. The employee shall notify the principal that a report has been made. We are all legally mandated reporters—let Children and Family services determine whether or not the allegations are founded.

Sexual Harassment

For purposes of this Handbook, sexual harassment of any person consists of sexual advances, requests for sexual favors, sexually-motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

1. A school employee causes a person to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity, or when an employee or third party agent of the District causes a student to believe that the employee will make an educational/professional decision based on whether or not the person submits to unwelcome sexual conduct; or
2. When the unwelcome sexual conduct of a school employee or classmate is so severe, persistent or pervasive that it affects a person's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Building Condition

Encourage scholars to have a sense of pride and responsibility for keeping our building clean. Encourage scholars to pick up paper and debris when they see it in hallways, stairways, and rooms. Scholars should pick up paper and other debris before dismissal.

