

STAFF HANDBOOK



**Eureka Elementary School
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Eureka Elementary, doing whatever it takes!

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PROFILE OF EUREKA STUDENTS

EUREKA STUDENTS....

Conduct their actions, words, and manners in a proper format. "Please" and "Thank you" are common vocabulary words.

Dress in an appropriate manner as outlined in the Parent/Student Handbook and are courteous in word, deed, and thought.

Take pride in getting to school and class on time, proudly display good grades on their report cards and return completed homework assignments on time.

Follow all rules, are respectful of their fellow students and property and if a mistake is made, take their consequences in a respectful manner.

Make their school and community a better place.

Keep their building and grounds a safe place to be and free of litter.

Therefore, the Eureka students are proud to be Eureka students and proud of their school and teachers.

Eureka Elementary Mission Statement

The mission of Eureka Elementary is to provide a world class education that promotes student achievement and well being through the collaboration of students, parents, and staff.

INTRODUCTION AND PURPOSE

The purpose of this handbook is to acquaint the staff with the policies and procedures of the Rockwood School District and Eureka Elementary School. The district policy manuals are located in office and the principal's office. They should be used as the all-inclusive reference to policy.

ABSENCES AND/OR TARDIES OF STUDENTS

When a child has been absent and returns to school, he must bring a note from home or call the attendance hotline. These notes are necessary for attendance records and should be handed in daily in the office. **A child who is tardy – arriving after 9:02 a.m. in the morning must have an excuse from the office before he enters the classroom.** If you have a child who misses a great deal, please inform the office. The office will monitor attendance on a weekly basis. Any child that misses 10% of the school year (**without legitimate cause**) is eligible for retention. An attendance letter will be sent home once the student accumulates a 10% absent rate. If it continues a social referral will be made. In addition, a tardy letter will be sent to the families on the 5th tardy.

ABSENCES (Teacher)

Each teacher must call Sub Finder to report absences and get a job number. In the event of an absence, each teacher is also asked to **notify the principal and leave a voice mail message for the office at 938-2456, Ext. 221.** If you are calling for a ½ day sub, please make sure you only put times that equal 3 ½ hours or we will be charged for a full day sub. The times for ½ day are 9:02 a.m. – 12:30 p.m. for a morning sub and 12:25 p.m. – 3:52 p.m. for an afternoon sub.

- **Lesson Plans-** will be prepared in advance of the school day.
- **Substitute Folders-** will be completed by each teacher and turned into the office to be checked. The office will keep the sub-folders on file in the office. Sub folders will be updated by the teacher as needed.
- **Attitudes-** will be posted and taught in the classroom.
- **Routines, Procedures/Seating Charts-** You will need to make sure you have an up to date seating chart in your room at all times.

ACCIDENT AND ILLNESS OF STUDENTS

All accidents that seem to you to be serious must be reported to the principal at once. All accidents will be reported on a form in the nurse's office. Be certain you know the details of accidents that happen as insurance forms have many questions. If the accident occurs on the playground, the teacher on duty is responsible for reporting it. Any absence caused by school accidents must be recorded on a special form.

If a child becomes ill during the day, notify the nurse so she can notify the parents. An ill child is defined as one having a temperature of 100 degrees, vomiting, or a noticeable rash. **A student should not be sent to the nurse's room when the nurse is not on duty. Teachers should judge whether a child has a legitimate problem before sending him/her to the nurse or to the office.**

All students should have a hall pass. Medication (including aspirin) should not be administered without a note from the parent stating permission to administer and the proper dosage. **Medication should be sent to the nurse's office for safekeeping and administering.**

The nurse will notify the parents when a child has visited her office. Please ensure the carbon copy of the pass is sent home. This will help in our communication process with the parent.

ART MATERIALS/Classroom Art Material

The art teacher will keep her classroom art supplies in the art room. The classroom teachers' art supplies will be kept in the work room closet. Supplies such as staples, staplers, paper clips, etc., are available in the workroom located in room 4 next to the office. Students are not permitted in the storeroom or workroom. The keys to the cabinets are in the office.

ASSEMBLY PROGRAMS

It is impossible to schedule assembly programs without conflicts in special classes of art, music, & P.E. The special teachers will be responsible for the students in the assembly program only during the segment of time that they are scheduled to have a particular group of students.

Special classes missed due to a school assembly will not be made up.

ATTENDANCE RECORDS

The attendance records are maintained in the office. Each teacher will be responsible for the accurate reporting of student attendance on **Infinite Campus**. Please send all written excuses received from parents regarding a student's absence to the office. A verbal statement from the child is not acceptable.

Attendance on Infinite Campus should be completed no later than 9:25 a.m. each day. If a student is not in your classroom by 9:02 a.m., mark them

absent! Students arriving late or leaving early will be required to sign in or out in the office. Adjustments to your attendance for students arriving late will be made by the office.

The parents of students who are reported absent will be telephoned to ascertain the reason for their absence. Accurate attendance reporting is critical since we don't want to alarm parents unnecessarily. If the parents have already contacted the office, no phone call will be made.

State Statute, RSMO 163.012 provides that attendance be kept in clock hours. Please make sure all tardy students have signed in at the office prior to coming to class.

AUDIO-VISUAL MATERIALS

The school has a varied selection of audio-visual materials for use at all levels. These materials are kept in a central location (the library) so they are readily available to all staff.

All audio-visual materials are to be returned to the Library immediately after use unless they are checked out for longer period of time.

The school district is a member of the county audio-visual department. The department has a wide selection of films and videocassettes. In order to obtain these materials when they are needed, they should be requisitioned two to six weeks in advance of the date requested. Requisition forms to order materials can be obtained in the Library.

Audio-visual materials can be effective teaching tools if used properly. These materials should be an integrated part of the instructional program. They are not designed for entertainment and should not be used as such.

AWARDS AND RECOGNITION PROGRAMS

Student and Volunteer Recognition

- **Birthday Recognition** is given to every student and staff member on their birthday in the way of warm regards during the morning announcements from the Principal. Sunshine Committee may also recognize staff birthdays.
- **Good News Reports** – Each quarter every teacher will have a good news conversation or send a good news note home to each parent.
- **Golden Cat Paw**
- **Parent Recognition** -A parent appreciation luncheon is held at the end of the year to give thanks to room mothers, library helpers and other parent volunteers who have given their time to Eureka Elementary. All staff members are asked to bring in their favorite dishes to share with the parents. A committee made up of members of each team will plan and organize the celebration.
- **Character Award**- Given to students who exemplify our "Cattitudes!"
- **Blue Ribbon Awards**- Given to students to acknowledge academic excellence or improvement.

- **Class and Individual Cat Paws**
- **Honor Roll (Grades 3-5)**- Any student that has a 3.0 and higher will be recognized on EES Honor Roll. The GPA will consist of the core subjects.
- **Principal's List (Grades KDG-2nd)** – Any student who the teacher decides is working above average in all content areas.

BUS SAFETY RULES AND DISCIPLINARY PROCEDURES

See “Policies and Procedures Pertaining to Elementary Students Attending the Rockwood Public Schools” booklet and your PBIS binder.

CARING Cats Community-Student

This program will replace “Student Council.” The goal will be to focus on service and helping others.

Problem Solving and PBIS/RTI Teams

1st, 2nd, and 3rd grades will participate in the Problem-Solving model. Teams will meet once a month to discuss strategies and students.

PBIS/RTI Team will meet 2x a month to discuss referral data and student concerns. The team will consist of grade level teachers who are not on the Building Leadership Team. All children will filter through this committee. Teacher nomination forms can be found with the counselor and on our web site.

The teams make up will be determined based on the team and student needs.

CAFETERIA PROGRAM

The lunch period for students will be twenty minutes in length, although students are allowed to remain in the cafeteria longer in order to finish eating. Students are allowed to leave the cafeteria as soon as the duty teacher gives them permission.

One or more designated staff members will supervise the cafeteria and the playground. Each classroom teacher will be responsible for accompanying his/her class to the cafeteria and to check that the duty teacher is present. *Under no circumstances should a teacher leave the students unsupervised.* Students are to be supervised at all times. Classroom teachers **must** pick their classroom students up from the cafeteria and playground on time.

- **School Meal Prices**

School meal prices set by the School Board are as follows:

Student Breakfast	\$1.45
Elementary Student Lunch	\$2.30
Super A Lunch, All Students	\$2.45

Adult Breakfast	\$1.70
Adult Lunch	\$2.90
Adult Super A Lunch	\$3.10

The computerized meal accountability system is now in all elementary schools throughout the District. A student is assigned a confidential Personal Identification Number upon entering Eureka Elementary. This number remains the same each year. The Food Service Department provides parents with special envelopes for school meal deposits. Computer generated notices are sent home with students to remind parents to send additional deposits. If a student has a zero balance (no money left in their account) at serving time, she/he will be allowed to charge a lunch three (3) times, and will be reminded each time that money is needed in his/her account. After three charges, a minimal meal consisting of a simple sandwich and drink will be served. Meal service will continue to be handled this way until the student's account is at a positive balance. Parents receive detailed information regarding this program at the beginning of the year and periodically in the Wildcat Chat.

- **Special Treat Days**

On Super Type A Day, a restaurant-level entree is served. Accordingly, the meal cost is necessarily increased. Students who qualify for free or reduced-pay meals may take this meal as regular meals.

School lunch is also served daily at the Center for Creative Learning. TAG students turn in all meal money at their home school. Student names with meals purchased at the CCL are recorded and sent to the individual home school cafeteria manager for accountability records.

CLASSROOM SUPERVISION

It is the responsibility of the teacher or staff member assigned to a particular group of students to supervise them. **Students should never be left unsupervised.** In the event of an emergency when a teacher must leave a classroom or area, another supervisor must supervise these students. We will follow school-wide rules and behavioral procedures. See PBIS binder for complete details.

In addition, teachers will supervise the hallway before school starting at 8:50AM.

CURRICULUM

Each teacher is expected to **teach and assess** the Board of Education approved curriculum and use the approved text. Additional materials and texts may be used to supplement the approved texts.

We will accelerate and differentiate the curriculum based on student need. Each teacher will use Elements of Effective Instruction to increase student understanding and achievement.

DISCIPLINE

The home should assume the primary responsibility for appropriate discipline. The teacher's role is that of teaching, not discipline. However, it is the teacher's responsibility to maintain the order necessary in the classroom so that learning experiences can prevail. A well-organized and well-planned classroom, where children are properly motivated and working, will have few behavior problems. It is important that students know what is expected of them.

Students should be taught school and playground rules on the first school day and reminded each month. A copy of the booklet, "Policies and Procedures Pertaining to Elementary Students attending the Rockwood Public Schools" is to be distributed to each student. Each classroom will have the same classroom rules as determined by the PBIS team. The process is detailed in your PBIS binder.

We will have an assembly the first week of school and in the first of January. This will help teach the expectations to all the students at the same time.

DISMISSAL OF STUDENTS

At 3:50PM, the office will announce that the following students be dismissed: Adventure Club students to the cafeteria and those students who are being picked up by their parents to the exit by the gym.

At 3:50PM, VICC bus riders will be called for dismissal as the buses arrive. Students walk to board the buses at the kindergarten doors.

At 3:55PM, the RSD county buses will be dismissed in tiers. KDG, 3rd, 4th, and 5th grades will be dismissed first followed by 1st, and 2nd grades.

***Rainy Day Dismissal* – Will be exactly as regular dismissal unless notified.**

FIELD TRIPS

Field trips are of value to the educational program. They should, however, be instructional in nature and not strictly for entertainment. A well-planned and purposeful field trip includes pre-trip instruction and post-trip follow-up and evaluation. Field trip information is available through Partners in Education (P.I.E.) office and in the A-V catalog. Teachers are to make tentative arrangements with the organization they plan to visit as to time, date, and cost (if any). Bus availability must be checked before making a definite commitment.

The principal must approve the field trip before final arrangements are made. Every effort should be made to utilize trips where no charge is required. The school secretary will submit the bus request after the teachers turn in the field trip form, which must be done one month prior to the trip. **Permission slips with parental approval for the children to go must be obtained. It is the responsibility of the teacher**

to ensure that each child has permission to attend the field trip and collecting any money that is needed from the children. Caution: Don't wait until spring to schedule field trips as most places are fully booked by then and buses are difficult to obtain. Make your arrangements early. We will try and keep a "covers all" permission slip in the student file.

The teacher using a ratio of one adult per ten students must arrange adult supervision. The nurse must be notified a week in advance to prepare emergency bags and medicine for students. Give the office a list of all children and adults going on the field trip. The cafeteria must be notified a week in advance if lunch will be affected.

All field trips must run between 9:00 a.m. and 2:00 p.m. Please complete the Field Trip Request Form.

Testing grade levels should not schedule field trips during MAP testing.

Field Trip Forms can be found in the back.

GRADES AND GRADING

Determining grades for students has traditionally been a difficult thing for teachers. So many factors enter into this determination that it would be difficult to discuss each in this manual. One definite factor that must be brought out here is district expectations related to grading.

The district for use in grading students has adopted the following guidelines:

A. The grading scale is:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

B. The + or – may be used at the teacher's discretion on the report cards. The only exception is that A+, F+, or F- may not be used.

C. Grades will be averaged for each quarter as a separate set of scores. One quarter will not include nor be dependent upon any other quarter.

The first semester grade in each subject will be an average of all grades given during the first two quarters, not just a combination of the two-quarter grades shown on the report card. The second semester grade will be an average of all grades given during the third and fourth quarters.

The problem of grading students in reading, particularly where you have differing levels has been approached at the district level. All teachers should use the guidelines that follow:

- Each child is to be graded through the use of frequent teacher-made tests at the correct instructional reading level on general comprehension, work recognition skills, specific study skills, decoding skills; and in oral and silent reading comprehension. These grades should be collected from teacher-made tests, oral and written, rather than from guided practice activities such as workbook pages.
- Where mastery learning is critical, students may receive an A or B even though they may be working below grade level. It is particularly important in these instances that the level at which they are working is reported on the report card and to the parents.
- A student reading above grade level should not receive below a B without approval from the principal.

Grading the other areas of the curriculum is more general. The following factors should be kept in mind when grading these areas:

- Grades should be determined from teacher-made tests on a periodic evaluation basis rather than from practice activities such as homework or guided practice within the classroom. Work habits should not be a factor in grading.
- Keep accurate records of grades and be able to justify each grade given. Students in grades K-2 have a non-graded progress report. Teachers will keep student portfolios to justify marks.
- When a student is failing work in a given subject, parents should be informed by a note or phone call. This must be done through the use of the Unsatisfactory Progress Report any time during the quarter. These forms are available in the office.

The teacher grade book should be completed regularly for all student work and should indicate the specific assignment and date for all grades recorded. The grade book should be at school each day. It will be turned in at the end of the school year.

GRADING/REPORT CARDS

Listed below are definitions for the evaluation terms used on the reports: (These skill area markings will need to support the overall grade the child received for the subject.)

- **Exceeds Expectations** – will be used to indicate when a child is working at levels that are significantly above the grade level curriculum. A child who is accelerated would receive this marking. (A child receiving an “Exceeds Expectations” marking will also have an appropriate explanation provided on the comment section of the report card or on an attached sheet provided by the teacher. Additionally, the child will receive a grade of “A” for the accelerated

subject for grades 3-5 only.)

- **Non-Assessed** – will be used to indicate when a specific skill has not been either introduced as of yet, or the skill has been just introduced and the teacher does not believe the student should be expected to be held accountable at this time.
- **Meets Expectations** – Will be used to indicate when a child has mastered the skill.
- **Making Progress** – Will be used to indicate when a child is adequately progressing toward the mastery of the skill.
- **Area of Concern** – Will be used to indicate when a child is not adequately progressing towards the mastery of the skill.
- **Language Arts and Math** – (for grades 3-5 only) should have a “below grade level” and an “above grade level” area to mark if appropriate for the child. The grade given should reflect the performance at the level the child is working.
- **“Above grade level”** should be marked to indicate when a student is being instructed at grade level curriculum, but is working ahead of grade level peers.
- **Modified Program** – Any child needing a modified program will be addressed on an individual basis with the principal. The definition of the modified program is any student who is not able to minimally function at the grade level curriculum, despite the usual modification and/or adaptations that the teacher would generally provide (the student is working at least two grade levels below their current grade level). The use of a modified program should be implemented only in extreme cases and is intended for a very small number of students. Any child receiving a modified program will be provided a narrative for the identified subjects and MP for modified program should be written in on the report card in place of a grade (Gr. 3-5) or progress mark (Gr. 1-2). Parent approval must be obtained prior to placing the student at this status. Subject areas which the child is not modified will be areas evaluated under the usual guidelines. A good rule of thumb would be not to exceed the 1-2% eligible for exclusion from the testing program for the entire school (excluding kindergarten).
- **Special teachers, please ensure you know the timeline for giving the grades to the classroom teachers.**

GROUP LITERATURE BOOKS

All group literature books will be checked out from the Reading Specialist, Dana St. John, who will provide you with a list of titles. Please allow at least one day's notice to Mrs. St. John before literature books are needed.

In addition, please check with the Language Arts Coordinator to make sure you are not using the grade level book above your current grade level.

HOMEWORK

Homework serves a valid purpose when it does the following:

- Provides essential practice in needed skills.
- Trains pupils in good work habits.
- Affords opportunities for increasing self-direction.
- Enriches and extends school experience.
- Helps students learn to budget their study time at home, as well as at school.
- Brings pupils into contact with out-of-school learning resources.
- Promotes growth in responsibility.
- Is not the first time a student is seeing the material (must be a follow up to classroom instruction.)

Guidelines for Homework

- It must review or reinforce a skill that has been taught.
- May be assigned if the student has been absent from school.
- The student is experiencing difficulty with his/her work.
- The work should be within the range of the student's capabilities.
- The student must clearly understand what s/he is to do.
- The student must be able to do the work with little or no assistance.
- The student should have the conditions and facilities at home for all homework.
- The work should be evaluated fairly and used in daily work.
- The work is to be checked by the teacher.
- Homework may be used to encourage individual study and research.

School-Wide Homework

- K-2 = 15 minutes/night – 5 nights/week
- 3-5 = 20 minutes/night – 5 nights/week
- SSD/IEP's = Please read all IEP's and make sure the home work is adjusted to the students ability. Please note this on long term projects.

All textbooks used by elementary pupils are the property of Rockwood School District and their use is under the strict supervision of the Principal and Teacher. Students are responsible for all books that are taken home for homework. Parents are asked to provide book covers for all textbooks. These can be homemade or purchased at school. Lost books must be paid for before a new book is issued. Report cards will be held at the end of each quarter until payment has been made for any books lost during the year.

INVITATION POLICY

Birthday party invitations can be brought to school and distributed only if there is an invitation for **EVERYONE in the CLASS (not grade)**.

LAMINATING AND COPYING

A parent volunteer, classroom assistant, or EES Support staff will laminate items on a date to be determined. The laminator is not to be used unless you have permission by administration. The machine is very old so we are doing our best to make sure it lasts.

Place the materials you want laminated, labeled with your name and instructions, on the cart in the workroom. Care should be taken to conserve laminating film. Please think about what and why you are laminating the materials and if it is really needed.

When using the copy machine, please be as frugal as possible. Copy two-sided whenever possible and please refrain from making excessive copies.

MOVEMENT THROUGH THE BUILDING

Move students quietly through hallways so as not to disturb others. Lines should form on the right side of the hallway to reduce congestion. The center aisle of the hallway should always be open for safety purposes. (Double or single lines may be used.)

Teachers will escort students to recess, lunch and all special classes. **Teachers are to pick students up on time.**

Use "Line Basics" at all times.

MUSIC CONCERTS

All teachers are expected to attend concerts scheduled for students at their grade level unless excused by the Principal prior to the concert. Strings/Music teachers must complete **Special Events Checklist Form** from the office.

OFFICE SUPPLIES

Office supplies for the teachers are located in the work room next to the office. If you cannot locate an item or if you notice supplies getting low, please notify the office immediately.

PARENT-TEACHER CONFERENCES

The dates of the conferences can be found on the school's web-site or in your yearly calendar. A successful conference should provide the teacher, parents and student with a feeling of satisfaction and a better understanding of the child's progress. In general, parents are appreciative of the teacher's assistance and interest in their son/daughter. If a teacher desires additional help with conferences, please contact an administrator, we would be glad to "sit-in" on the conferences.

Parent-teacher conferences may be scheduled anytime during the school year, initiated by the administration, counselor, teacher or parent. When a teacher begins to communicate early in the year, it usually insures a more positive interaction between

the parties. Waiting until conference to give negative news almost always will guarantee a less than satisfactory conference. During the conference, it is crucial for the teacher to make every effort to put the parents at ease and avoid being defensive-calm is the key. The most effective conference occurs when both parent and teacher work together to help the child.

Occasions will arise when there is need for an extra parent-teacher conference. Every possible effort will be made to schedule the conference during planning periods. If it is necessary to schedule a conference other than during a planning period, the teacher involved will be consulted first. In scheduling conferences, ample time should be allotted for preparation of the conference. The effectiveness of any conference will depend mainly upon the attitude of the participants. It is the teacher's responsibility to explain the existing situation in a tactful, but honest, manner, which can be understood by parents. Through the proper handling of conferences, an effective channel of communication can be maintained between home and school. Requests for a conference may be made by phone or letter by either the parent or the teacher. Communications with parents about a pupil's progress or problems can be handled many times by phone. This method of communication is encouraged for less severe problems that do not require face-to-face conferences.

****If a child has 2 sets of parents please make each group receives the correct notices, conferences, and paper work. You may need to check with the office on this issue.****

PARENT TEACHER ORGANIZATION (PTO)

The PTO Executive Board meets as needed. The regular PTO meetings are scheduled on the second Wednesday of each month unless noted. Teacher attendance at PTO functions is necessary in order to build strong relationships with our parents and nurture the family atmosphere we value here at Eureka Elementary School.

Teacher participation is also greatly appreciated (though not required) at Eureka Days events. The PTO will continually evaluate their programming and may add or delete events. Brian Gentz will inform you of expectation should this occur.

PARTNERS IN EDUCATION

Partners-in-Education is a program designed to impact curriculum through community resources to make learning more meaningful for students. The Partners in Education Department has on file over 3,000 resources representing the areas of business, government, Colleges & Universities, cultural, service and health agencies, patrons and parents of the Rockwood School District. A Partners-in-Education school/community facilitator is assigned to each school to work with Principals, teachers and PTO organizations to supplement classrooms studies with relevant learning experiences provided by community resources. Partners-in-Education provides the following services:

- ⇒ Classroom Presentations
- ⇒ Field Trips

- ⇒ Assemblies
- ⇒ High School Career Shadowing
- ⇒ High School Business Ethics Workshop
- ⇒ Career Education Programs
- ⇒ Resource Materials
- ⇒ Video Tape Library
- ⇒ Mentoring
- ⇒ All-School Learning Conferences
- ⇒ Special School Functions
- ⇒ Community Service Projects

PLANNING PERIODS- Team Common Planning Time

The classroom teachers are free from their teaching duties for planning and preparation when a special teacher is working with the class and after delivering the students to the special teacher. A staff lounge and workroom is located in the administration office and may be used for eating, working, etc. A soda and snack machine is located in the lounge. Bottles and cans should be disposed of promptly. An effort should be made to keep the staff lounge neat and attractive. An occasional tidying up and clean up by teachers would be helpful. Students are not permitted in the staff lounge and workroom.

In addition, RSD is providing a minimum of 30 minutes common planning time. Your team will be expected to send me the dates of your common time and an agenda with completed notes of what was accomplished for this 30 minute time. The CPT will focus on curriculum, data, and student achievement. Each grade level has other common times that organizational information can be discussed.

- **LEAVING THE BUILDING** - In cases other than workshops or picking up lunch, teachers must obtain permission from the principal and sign out in the office to leave the school premises.
- **COMMON PLANNING TIME**- Each grade level receives a minimum of 60 minutes a week for common planning time. **Please look at the Master Schedule and Common Planning Time Schedule to mark your meeting dates.**

School Behavior Expectations and Discipline

Please refer to PBIS Handbook.

ROOM PARTIES

Each classroom will have three parties during the year. The dates of these parties are listed in our school activity calendar. The teacher and the room mothers will be responsible for planning the parties. The classroom teacher must set the tone by supervising the children during the parties. **Please refrain from having "red" drinks at all parties.** Treats are to be store-bought and preferably individually wrapped. Teachers, not the child, must distribute treats that are not individually

wrapped and wear protective gloves. Protective gloves can be obtained from the nurse's office.

SCHOOL HEALTH PROGRAM

The school health program is under the direction of the school nurse. She will be in the building at all times and will be available for consultation concerning health problems of the students. First-aid supplies are maintained in the health room. The Nurse will treat minor injuries. **However, no medication will be given without written permission from a parent and written permission from a doctor.** The medicine must be in the original container.

If a serious injury occurs, the Principal and the Nurse are to be consulted immediately. The injured child is to remain where he/she is and the Nurse is to be called to come to the child. Any injury treated at school is to be recorded in a record book in the health room. Under no conditions are students to be sent home by the teacher. This decision rests with the Principal and the Nurse.

The student will need a nurse's pass to visit the nurse unless it is an emergency. Please use a written pass so we can keep a copy and send a copy home.

In addition, the nurse or administration is the only persons that can send a child home early.

SCHOOL HOURS

The teacher work day is 8:52AM to 4:10PM unless meetings are being held. It is important to be on time since all teachers have hallway duty when the bell rings. Our goal is to provide a safe environment for the children.

School hours for students are 9:02AM to 3:52PM for students. **Teachers are expected to greet students at the door and supervise the hallway at 8:50 a.m.** Upon arrival, students should be instructed in an established morning routine, which includes academic work. Once the majority of students arrive the teachers will move into the classroom. Teachers are expected to wait until all students have been dismissed before leaving the building at the end of the day.

SPECIAL SCHOOL DISTRICT

Referrals are made to Special School District for evaluation only after all interventions suggested by the PBIS/RTI Team or Problem Solving Team has been exhausted. Referral packets may be obtained from the school counselor and should be completed and returned within ***one week***. Teacher input is valuable. Consequently, teachers should attend diagnostic conferences and IEP conferences whenever possible.

The classroom teacher is responsible for knowing the contents of the IEP and implementing the portions of the IEP pertinent to classroom instruction.

Please note the modifications and accommodations for homework, grading, and environment.

SSD teachers are to notify the office when an IEP meeting has been schedule. **The office will schedule coverage for that teacher and location if needed.** This is very important as classroom assistants are going to a computer check in and out for their work day.

In addition, an administrator or the counselor will be the "District Component Representative." There should not be an IEP where an RSD administer or counselor is present. If that occurs then the teacher will be the district component representative with permission from administration.

In addition, the teacher should not attend an IEP for longer than 30 minutes unless approved by administration prior to the meeting. The IEP team will need to schedule when the teacher is needed and plan around this circumstance. Once the teacher leaves administration or the counselor will represent the teacher.

IEP coverage's will not be available from 11:00AM to 1:30PM. Classroom Assistants will be in the midst of duty and lunch. Also, the new clock system will make it very difficult for them to move their schedule around. If a meeting must take place the administrator or counselor will serve as the teacher.

All IEP meetings must be scheduled through the office. This is an organizational tool as well as safety tool. There will be a note book where IEP's will be listed.

ALL IEP's WILL NEED TO BE LOGGED INTO THE NOTEBOOK IN THE PRINCIPA'S OFFICE!

STAFF MEETINGS

Staff meetings will be held on designated Tuesdays at 8:00AM in the Library. Check the principal's weekly bulletin for staff meeting dates. It is very important to be on time.

No Tutoring Sessions will be scheduled during Staff MTGS/Academic Team MTGS

STUDENT SAFETY DRILLS-

See safety Folder that is displayed in your room and EES Crisis Guide.

SUBSTITUTE FOLDERS

Substitute folders are to be left in the office for the substitute teacher. Folders should include, but not be limited to:

- Lesson plans and up to date seating charts
- Lunch & recess procedures – include inside recess rules
- Disciplinary procedures of Eureka Elementary and your classroom
- Emergency Procedures – Reminder to include paper fire hydrant and emergency kit for each drill
- Instructions on handling special needs students (medical, instructional, disciplinary procedures and who should be called if the substitute is encountering difficulties). Etc
- Schedules for student pull outs.
- Names of helpful students and staff
- Floor Plan
- Daily Schedule
- Sample Lessons
- Comment form for substitute teacher
- Sub evaluation form
- Information about field trips or special classes
- Classrooms that involve computers as an integral part of the instructional day should include special instructions for the substitute (i.e., passwords and/or procedures for “booting up”, etc.)
- Effective Teaching Plan

SUNSHINE COMMITTEE

Each staff member is asked to contribute to the Sunshine Committee at the beginning of each school year.

On behalf of the Sunshine Committee, courtesies are extended to staff members suffering the loss of a loved one, hospitalization of a staff member, wedding shower, baby shower, etc.

TEACHER EVALUATION & SUPERVISION

Information regarding teacher evaluations is detailed in the “Performance-Based Evaluation” booklet distributed by Human Resources at the beginning of the school year. In order to carry out the responsibilities delegated to principals by the Board of Education, it is imperative that the principal devote time to classroom supervision for the purpose of improving instruction. Classroom work should continue as usual. The principal will visit a classroom on request from the teacher at any time. Classroom observations will be discussed at the teacher’s convenience following the visit. The evaluation process will be explained to new teachers to the building and with those to be supervised and evaluated.

We will continue to implement the TEI for this school year. Each school will receive training so everyone can understand their responsibilities.

TEACHERS' RESPONSIBILITIES

In order to have an effective school organization; responsibilities and duties must be assumed by each individual. Each teacher is expected to assume the following responsibilities and duties:

1. General regulations concerning the teaching staff of the District are set forth in the **Policies, Rules and Regulations of the Board of Education**. The policy manuals are located in the staff lounge, library, the Insider, and the principal's office. The RNEA Memorandum of Understanding is located in the policy manual.
2. Teachers workday is 30 minutes beyond the instructional day. All teachers must arrive to school by 8:45 a.m. Teachers must be in their classrooms by 8:52 a.m. Many problems can be eliminated if the teacher is in the classroom when the children come in to start the day. This period can be used for the last minute preparation. No students should be sitting in the hallways waiting for you to arrive. Prior to 8:50 a.m. students should be sent to the cafeteria. Any teacher who is consistently arrives late or departs early, will be expected to sign in and out of the office on a daily basis, noting time of arrival and departure.
3. When the students are on the playground at recess, staff must supervise them. The schedule for lunch duty will be set up at the beginning of the school year. Each teacher is expected to accompany his/her group to the cafeteria door and must be at the door to accompany his/her group to the classroom after recess. This will also apply to physical education, art and music classes.
4. The responsibility for proper classroom planning, organization, management, and discipline belong to the teacher. Each teacher will be required to keep sufficient daily plans available in case there is a need for a substitute teacher and for their own use in guided learning. A substitute folder will be completed and kept in the office. These plans should include the objective and student behavior for each subject matter area. The daily plan book must also contain a complete daily schedule with the recommended time allotments, an up-to-date list of students, and a seating plan for students. If students are divided into groups, a list of student's names would be helpful. The plan book should be in the building at all times.
5. Each teacher is expected to attend all professional meetings that are held on school time. It is highly recommended that they attend the professional meetings held beyond school time. All teachers are expected to be in attendance at staff meetings unless cleared by the principal prior to the day of the meeting.
6. A strong endeavor is constantly being made to improve the status of the teaching profession. **This must be done by commanding respect from the public through proper decisions, actions, and appearance.** Teacher dress should reflect your professional attitude. Blue jeans do not project the image we want of our school and are only to be worn on "Spirit Days".

7. Committee Assignments –**All Eureka Staff Members are to participate in committee work.** With the large number of committees, there will be more than enough to go around. You will be given a chance to serve on the committee of your choice. **After meeting with the Building Leadership Team it was decided that each person will need to serve on 1 to 3 committees (excluding BLT, PBIS, Academic Teams, and Grade Level Teams). This will help everyone become involved in our culture.**
8. Weekly Bulletin – The Wildcat Weekly will be distributed on Friday for the following week. This will include information concerning events during that week. Please read it carefully and refer to it during the week. **Any time you have anything you would like to be included in the bulletin, feel free to turn it into the office by 3:15 p.m. Wednesday.**
9. Communications – **E-mail is to be checked at least twice a day.** E-mail will be used as the primary communication method. The office will occasionally use routing slips for certain communications. Please read them carefully, check your name, and send them on to the next person immediately. The office and lounge bulletin boards should be checked frequently for communications. Please check your mailbox during each break for any messages that may have been left for you.
10. Movement in Hallways – Each classroom teacher is responsible for the movement of their classroom in the building. Please visually supervise your students anytime they are moving within the building. Groups should be kept in close proximity so all students can be seen by the teacher. Remember that all students are to pass quietly in the hall. Restroom and drink breaks will be under the supervision of the teacher. **USE LINE BASICS.**
11. Use of Telephone – Phones are located throughout the building for the use of staff. The office phone may not be used during school hours except for the necessary long distance calls. The principal must approve all long distance telephone calls before being made and a record receipt (Form 5007) must be completed.
12. All visitors must have on a nametag, if they do not, you must direct them to the office.
13. **If you take your class outside for a “free” recess, you must notify the office so we can find you. Please take a radio with you. If you are the last outside please turn the radio into the office.**
14. Teachers are expected to send home a bi-weekly classroom newsletter. This can be done more frequently at the teacher's digression.
15. All out side doors will remain locked during the day. Doors are not to be propped open at any time.
16. **Please follow all safety guidelines set forth by the district.** If you need a ladder please contact the office and we will bring you one. In addition, a ladder is stored on every floor.

TECHNOLOGY COMMUNICATIONS

All employees have been trained and understand Internet Usage Policy Regulation 6321

E-Mail Policy – The faculty and staff should understand that the following violations may lead to disciplinary action and/or permanent cancellation of future use of the Rockwood School District account that accesses the Internet/E-mail:

- Intentionally damaging or destroying electronic information or resources
- Intentionally invading the privacy of individuals or organizational groups
- Plagiarizing or violating copyright restriction
- Harassing others
- Accessing/sending obscene or otherwise inappropriate materials
- Accessing the Internet/e-mail utilizing a school account without permission from appropriate school personnel.

Regardless of location of computer terminal (home or school), all users of a Rockwood Internet/e-mail account are expected to follow all school and classroom regulations regarding Internet access and use. Users are not to use another person's account or allow others to use their account. Passwords are not to be shared. The Rockwood Internet account is not to be used for commercial use.

The Rockwood School District has the capability to monitor traffic on the network. This includes monitoring e-mail and web sites that are being accessed.

- **E-mail Guidelines:** Electronic mail is not a secure service. For example, it is possible for unauthorized individuals to monitor the transmission of mail or to send counterfeit mail under your name. Therefore, you should not include any confidential or personal information in a network mail message. Use an alternative method of communication to send confidential information.
- **Use Descriptive Subject Headings:** A message's subject heading is often the first thing your recipient sees. Use headings that tell your recipient (in five words or less) what your message is about. Some people receive so many messages that they don't read all of them immediately, but file them according to subject. Some e-mail programs don't display more than five words of a subject heading on the screen. Concise descriptive subject headings are likely to receive better and more timely responses than headings like Why I'm not going to... and How much do you think I....
- **Reply:** When you respond to a message, make sure that the subject heading still applies to your response. The Reply command is convenient, but if you change topics in your reply, be sure to change the subject heading. Reply will otherwise label your response with the same subject heading that the original message had. In addition, only use Reply All when everyone in the list needs to be included in the response. In addition, please be aware that if you reply and add recipients and there was an attachment included with the original message, the attachment will not be included with your reply. Therefore, any new recipients will not receive the attachment and may not understand your message!

E-mail encourages quick action and reaction. While this is wonderfully efficient, it is not always an advantage. Be careful to think before you send a rapid response. The person at the other end may read your too hasty message with more care than you invested when you wrote it. You may not get the same chance to explain yourself as you would in face-to-face in conversation.

- **Sending:** Only send your message to the people who need/want to know. Use groups with caution (ie. Staff All...). Faculty and staff waste a great deal of time opening messages that don't apply to them. A good rule might be: if you wouldn't have sent a piece of paper to every single recipient, don't send the e-mail.
- **One Topic for Each Message:** Send a different message for each topic of discussion. This helps your recipient focus on what you want to know. Many people have difficulty reading things on screen, and if your message contains questions on diverse topics, they may miss one or two and reply incompletely.
- **Repeat the Question When You Respond:** When responding to someone's question, include the question in the response. This helps people know what you mean in your answer. One simple way to do this is to include the original e-mail in your response.
- **Formatting:** These suggestions will help you create more readable messages:
 1. Use subheadings (uppercase) and lists to break up the text.
 2. Double space between paragraphs.
 3. Be concise and to the point. Five screens of long, single-spaced text is hard to read and take in.
 4. Use upper case sparingly. Uppercase text is more difficult to read and should be used rarely, and only for a word or two at a time. Save it for emphasis. Many readers consider capital letters the electronic equivalent of SHOUTING.
- **Attachments:** Think before sending an attachment. Large attachments can slow down the performance of the entire network. If the file is larger than the size of a High Density Disk, it definitely shouldn't be sent over e-mail.

Attachments can be dangerous. Think before you send a Word document as an attachment. Can the same things be done through a standard e-mail? If so, just place the text in a regular e-mail.

Be careful forwarding attachments. Attachments can contain viruses, only forward or open if you know the person who sent the attachment virus. Pay close attention to the attachment even if you know the person. Attachments that end in ".exe" or ".vbs" can be especially dangerous, but viruses can be transmitted through Word as well.

- **Express Emotions Carefully:** Ask for clarification before jumping to conclusions about what the sender intended. Perhaps that seemingly outrageous message was meant to be funny or to convey a completely different idea.
- **Anger:** Do not send mail or reply to a message when you are angry or upset.
- **Humor:** You might think it's funny, but will the person on the other end? Most of us are used to telling jokes in person, and our delivery plays a large part in our audience's appreciation of jokes. In electronic mail, tone of voice, a gleam in the eye, in short, the body language that helps people understand the intention of our words, is missing. What we intend has to be clearly evident in the words that we write. Even the most experienced writers have difficulty writing words that are clearly intended to be humorous. If you are attempting sarcasm or other humor, clearly indicate so. A common convention is to place a smiley face icon at the end of non-serious passages. Following are some smileys (tilt your head to the left to see their meaning):
 - : -) Your basic smiley. This is used to inflect a sarcastic or joking statement (since we can't hear voice inflection in e-mail).
 - ;-) Winky smiley. Author just made a sarcastic remark. (More of a "don't hit me for what I just said" smiley.)
 - : - (Frowning smiley. Author did not like the last statement or is upset or depressed about something.
- **Miscellaneous:** While a minimal amount of personal use of e-mail (just as a minimal amount of personal telephone calls are acceptable), the use of e-mail must not be allowed to hinder or disrupt the completion of your job. In addition, it is not appropriate to use intra-district e-mail to attempt to sell, rent or lease anything.
- **Notifications:** Please do not take it upon yourself to notify Staff all that Group Wise is down at XYZ school. If Group Wise is down at your school or building please call your CSS and, if necessary, they should immediately call Technical Support. Technical Support will then make a determination if it is anticipated that the problem can be resolved in 4 hours or less. If it can, no e-mail will be sent. If it cannot, Technical Support will send the e-mail to all staff. Similarly, notice that the telephones are down at a particular school or building need not be sent to Staff all. If they will be down more than 5 – 10 minutes, it is appropriate to notify Admin Council Secretary group,

TEACHER MATERIALS

Items such as pencils, pens, post-it notes, highlighters, markers, etc. and other office type supplies are located in the workroom next to the office. If you take the last item on the shelf, please let the office know so that a decision can be made on re-ordering prior to the end of the school year. Any requests for items not previously purchased should be turned into the office.

UNSATISFACTORY PROGRESS REPORTS

(For students in grades 3 – 5) Purpose: to inform student and parents of their academic/behavior progress. A progress report must be sent home if a student is receiving a D or F. In order to form a more effective means of communication between parents, teachers and students, parents must be informed when a student is in danger of receiving a failing grade for the quarter and /or semester.

At each mid-term point, a complete progress report will be sent home with each child. Refer to the weekly bulletin for due dates. It is the responsibility of the classroom teacher to complete the report. Specialist teachers may complete their own progress report or communicate information to the classroom teachers for transfer of information onto the progress report. It is the teacher's responsibility to collect the signed copy of the progress report from the student. If a student fails to return the progress report in a timely fashion, the teacher should communicate with the parents and have a consequence for the student. If a specialist sends a progress report, it is that teacher's responsibility to file and collect the signed forms. Also, each time a progress report is sent home a copy will need to be placed in their file.

All missing work should also be listed on the progress report. A D or below will not be listed on the quarterly report cards unless it has been indicated on the progress report or the parents have been notified in advance.

Progress report may be sent home with students at any time in addition to mid-quarter terms.

GENERAL GUIDELINES FOR EUREKA ELEMENTARY (See PBIS Handbook)

1. Hallways

The student will exhibit the following behaviors when using the hallway:

- Walk through the hallways in a quiet, orderly manor.
- Respect hallways and bulletin board displays.

The following behaviors are inappropriate:

- Running
- Stopping at the bathroom/drinking fountain.
- Visiting friends in the hallway/classroom doorway.
- Disturbing others in another classroom.
- Failing to use library voices.
- Taking the "scenic" route.
- Passing out party invitations/cards.
- Not proceeding directly to their classroom after arriving at school.

Hall Pass System (official form):

A system of hall passes will be used to monitor student movement within the building during the day:

- Bathroom Pass
- Nurse Pass

- Office Pass
- Time-out Pass to another classroom
- Resource room Pass
- Library Pass

2. **Bathrooms**

The following procedures are **suggested** for handling bathroom breaks:

- Bathroom breaks for an entire room.
- Utilize a system of individual breaks.
- A maximum of one girl and one boy may be gone from the classroom at a time.
 - i. The student will carry the hall pass with him/her.
 - ii. The hall pass will have the student's room number as well as his teacher's name.

3. **Playground**

At the sound of the whistle, the student will proceed directly to their class' pick-up point.

The following behaviors are inappropriate:

- Continued play: ball kicking/throwing
- Straggling
- Being in another class' pick-up point
- Rough housing
- Interacting with a student from another class line
- Failing to be with or stay with the class line
- Ignoring a supervisor's directions
- Prolonged talking

Boundaries

- Students shall be in sight of the recess aide at all times, stay away from the railroad tracks.
- If a ball is lost notify the classroom assistant, do not go looking for the ball.
- When the ground is wet (as determined by the teacher on duty), students must play on the asphalt area only.
- Students must not re-enter the building during recesses without a pass.

Playground Guidelines: (See Recess Routines)

4. **Addressing An Adult**

When talking with an adult, the student will:

- Come to the adult when asked.
- Address an adult by their title and last name.
- Maintain eye contact.
- Answer questions honestly and completely.

The following student behaviors are inappropriate:

- Staring off into space while being addressed by staff.
- Using “yea” and “na” to answer questions.
- Refusing to give their name when asked.
- Interrupting the teacher or other staff member.
- Using sarcasm, mockery, or mimicry when speaking to staff.
- Muttering to oneself after being reprimanded.

5. Bus Safety Rules

See “Policies and Procedures Pertaining to Elementary Students Attending the Rockwood Public Schools” booklet.

Petty Cash

All teachers need to have prior approval for “petty cash” purchases by the principal in order to be reimbursed. This will help keep the school aware of fund balances and know what we can and cannot purchase. This will also help us organize our “money-handling” process to help us keep in line with district policies.

Travel

All teachers who attend any school sponsored conferences, which are paid for by the district, will need to fill out and turn in the appropriate district forms. The forms can be acquired from Jody in the main office.

Parent Teacher Communication Time Line

In accordance with common business practices, typically RSD employees will return e-mails and phone calls within 24-48 hours, excluding weekends, holidays and absences. This standard will be shared with parents in a multitude of ways, including school websites, District web-sites, teacher web-sites (if applicable), newsletters, comments at Parent Meetings, Open House and conferences, etc.

PLC or Teams

Level 1- Every teacher will participate in one or more of these committees.

Team or Committee	Members	Role/Responsibility	Meeting Frequency
Building Leadership Team (BLT)	Administration Instructional Coach 1 Grade Level Rep SSD Rep Specialist Rep PDC Rep Parent-as needed	<ul style="list-style-type: none"> Writes SIP Assess and Discusses SIP Plans/Assess Staff Development Discusses Building Issues Discusses Curriculum Monitors and Adjusts School Climate 	1 a month
PBIS/RTI	Administration Counselor Lead Teacher 1 Grade Level Rep (the one not on the BLT) SSD Rep Specialist Rep Support Staff Parent	<ul style="list-style-type: none"> Helps teachers with academic concerns in classroom Studies office referral data CICO Club Studies Student Environment PBIS/RTI Process School Wide Programs (Cat Tails) Home School Activities Student reward Programs 	2x a month
Problem Solving	Administration Counselor Instructional Coach RI Teacher District Coach District Staff Grade 1 Grade 2 Grade 3	<ul style="list-style-type: none"> Administer CBM's when proper Weekly/Monthly Probes Student graphs Writing in strategies on graph Discuss students 	1 a month
Academic Teams	KDG-2 nd Administrator Counselor Instructional Coach Grade Level Teachers RI Teacher SSD Teacher Specialist (3 rd -5 th) Administrator Counselor Instructional Coach Grade Level Teachers RI Teacher SSD Teacher Specialist	<ul style="list-style-type: none"> Meet and discuss curriculum and how they can help align processes Cross Level Grade Talks Discuss Assessments Study SIP and Stanford 10 Data Data Focused What the team decides to discuss 	1 a month on half day
Grade Level Teams	Grade Level Teachers Administration & Instructional Coach (1-2x a month)	<ul style="list-style-type: none"> Set Grade level Goals for SIP Discuss Common Assessments (End of unit, book, story, chapter) Discuss Strategies for Struggling Students Place Students in Tier for Math, Reading and Science (Green, Yellow, Red) Plan and Assess Staff Development Data Driven Decisions Meet with SSD teachers to discuss Grade Level Curriculum and SSD students 	1 a Week
SSD	Administration Counselor Instructional Coach SSD Teachers	<ul style="list-style-type: none"> Meet with Administration to discuss SSD Students, Curriculum, Concerns, SIP Goals 	1 a Month

Level 2- Every Staff member will need to serve 1-3 of the follow committees.

Committee	Sign Up
District Language Arts	
District Math	
District Science	
District Social Studies	
District Character Education	
PDC	
CAC	
Knowing Math	
S.A.G.E.S.	
PRIDE	
Science Olympics	
Character Cats	
Sunshine	
Parent Appreciation	
Talent Show	
Spelling Bee	
Math Club	
Red Ribbon	
Year Book	
Safety Crisis	