**El Camino Del Río Teacher Handbook 2014/15**

**ROUTINES**

**Arrival / Breakfast**

* The outside door will be open from 7:30 for students who arrive early (including any Special Education students arriving on a school bus). Students will wait in the lobby until 7:50 for breakfast to start.
* Students will either go to their assigned table (by grade) if they do not need to eat breakfast or will stand in line to get breakfast.
* Students will (form one line or two lines) as they grab a breakfast and a milk. They will enter their number (adults supervising will help with this process in order to keep the line moving).
* Students will join their assigned tables.
* Students may be allowed to join an activity in the GYM or Library based on permission from adult supervisors.
* Administrator will try to be present to do the dismissal routine (grade by grade)
* Students will be dismissed by grades from breakfast at exactly 8:13
* Students who arrive late may be allowed to take their food to the classroom in order to avoid stragglers (encourage students to eat quickly and get to class on time if they were late through the lunch line)
* Teachers will stand in doorway to watch their class while handing out Green Slips or AYAYAY’s as necessary. Teachers will greet students.
* Students will walk in a single file on their right with voices off

**Announcements**

* Students will say the announcements in English and Spanish via the intercom at exactly 8:20. These should last 2 to 3 minutes.
* Please fill out an Announcement request form next to the intercom system if you have an announcement you would like to share. Please request that your students listen to the announcements.

**Hallways**

* Students should not be in the halls without a hallpass. If they do not have a hallpass (created by you), they will be asked to return to class.
* Students will only be allowed to your room during recess or lunch time if they have a teacher note/pass.
* Students will walk on their right. Please remind students to do this so that it becomes a habit during other parts of their day.
* Specialists will escort small groups to and from groups
* All adults will limit conversations in the halls
* Staff will confiscate self-manager bracelets if students who are not following school expectations.

**Recess**

* Teachers will walk students single file on their right using the Enter and Exit plan.
* All teachers need to be on time to pick students up from recess (no one is available to supervise students if you are late and this is when the most disruptive behaviors can happen)
* All staff need to be ready to hand Green Slips or AYAYAY’s as necessary
* Students will need to practice lining up from recess in order to make sure that they are quiet and ready for classroom behaviors
* Students who jump up and touch the walkway ceiling beam will be given an AYAYAY.
* If it is raining, students will have indoor recess. Please be prepared by having activities available to students (board games, card, coloring materials, and/or manipulatives). A staff member will be assigned to your room to supervise.

**Lunch**

* Students will stand outside in the hall by cafeteria in a single line
* If they have a cold lunch, they will enter on left and go to assigned table
* They will pick up a tray in the hall as you enter and follow arrows to either side of the entrée lines. Once they have their entrée, they will form double line around salad bar. Students are encouraged to choose at least one vegetable or fruit.
* Students will enter number on key pad. Please be prepared to help students through this process. Part of your 40 minute lunch includes a five minute block of time where you assist getting students through the lunch line quickly.
* Students will grab a milk, get condiments from the middle table, then go to assigned seats.
* When they hear “May I have your attention please?” they will need to stop talking and raise their hand with their body facing the speaker
* They will need to raise their hands in order to leave their seat
* Once they are ready to be dismissed, the card at their table will be turned to green.
* Once dismissed, they will dump the milk they did not drink in the bucket, place milk cartons in the first garbage can and throw everything else away. They will stack their tray at the end of the counter.
* Once all students are waiting quietly lined up by the exit door, they will be dismissed to go to recess.
* Students will be dismissed by grades from breakfast at exactly 8:13

**End of the day dismissal**

* Teachers will walk students out in a line to the busses or the lobby by 2:40
* Please be ready to practice dismissal so that students understand that they are expected to follow school rules at this time even if it is the end of the day
* Students who are in BEST will be picked up by BEST staff once students in your class have exited your classroom.

**Bus routine**

* Students will go straight to their bus line and wait.
* Staff will be given a schedule of their weeks on bus duty. If you are on bus duty, it is recommended that your class be ready to be dismissed a few minutes early. Please be on time. If you are not able to be at bus duty, please make arrangements with someone to cover your duty. In order to ensure the safety of all students, all assigned staff must be present for bus duty.
* Once it is felt that most students are lined up and the bus driver is ready, you will dismiss one bus line at a time. Please make sure that you are supervising students at all time as they walk to their bus.
* Be prepared to hand out Green Slips and AYAYAY’s as necessary.
* Some students will need to go to the A.S.A.P. program if their parents have signed them up. Care is provided at a cost Monday through Friday during the school year and non-school days. This program is located in room 10.

**Assemblies**

* Students will need to enter the gymnasium quietly and sit in their assigned spot. Students should sit on their bottoms in a straight row so that everyone can see. An aisle between classes will help you get to students who need reminders to act appropriately
* Please review assembly rules prior to the assembly. It is very important that our students treat guests in a respectful manner.
* Hand out Green Slips and AYAYAY’s as needed
* The principal will ask students to stay seated until they are dismissed.

**PLAYGROUND ENTERING AND EXITING PROCEDURES**

**Rules:**

* Students will quickly line up when the bell rings within a minute
* Students will stand in line one arm length apart
* Students will line up with indoor voices
* Once lined up, students will have voices off
* Students will keep hands and feet to self

**KINDERGARTEN, FIRST and SECOND GRADE**

|  |  |  |
| --- | --- | --- |
|  | EXITING BUILDING | ENTERING BUILDING |
| Room 3 (K) | Exit through cafeteria hallway | Line up on line 11  Enter building through cafeteria hall |
| Room 13 (1st ) | Exit from classroom | Line up outside door on ramp  Enter building through classroom door |
| Room 12(1st) | Exit from classroom | Line up outside door on ramp  Enter building through classroom door |
| Room 4 (2nd) | Exit from 1st grade hall | Line up on line 2  Enter building through cafeteria hall |
| Room 5 (2nd) | Exit from 1st grade hall | Line up on line 3  Enter building through cafeteria hall |
| Room 6 (2nd) | Exit from 1st grade hall | Line up on line 4  Enter building through cafeteria hall |

**THIRD, FOURTH and FIFTH GRADE**

|  |  |  |
| --- | --- | --- |
|  | EXITING BUILDING | ENTERING BUILDING |
| Room 7 | Exit down fourth grade hall | Line up on line 4  Enter building through cafeteria hall |
| Room 8 | Exit down fourth grade hall | Line up on line 11  Enter building through cafeteria hall |
| Room 15 | Exit from classroom | Line up on line 14  Enter building through classroom door |
| Room 16 | Exit from classroom | Line up between 13 and 14  Enter building through classroom door |
| Room 18 | Exit from classroom | Line up on line 18  Enter building through classroom door |
| Room 19 | Exit from classroom | Line up on line 16  Enter building through classroom door |

**PBS (Positive Behavior Support)**

PBS begins with explicit teaching and learning expectations for student behavior at various sites around the school. These “mini-lessons” take place during the first two weeks of school and our typically taught by our Duty personnel, with support from classroom teachers.

Please see the El Camino del Río Elementary School rules and playground rules grid below for specific school rules.

|  |  |  |  |
| --- | --- | --- | --- |
| **In all areas** | * Use appropriate language and respectful tone * Hands, feet and objects to self | * Keep all areas of the school clean * Walk around groups of people | * Follow directions of all school adults |
| **Playground**  Voice Level 1- 5 | * Walk to line up when bell rings * Ask for a pass when leaving playground * Use equipment safely | * Walk around games * Anyone may join a game at anytime * Share the equipment and take turns | * Bring coat out with you * Follow the rules of the game * Put equipment away when done |
| **Cafeteria**  Voice Level 1 - 3 | * Walk at all times * Ask for permission to leave your seat | * Clean up when you are done * Put trash, compost and recycling in the correct bins | * Stay seated until excused * When signaled, stop and listen |
| **Halls**  Voice Level 1 | * Walk at all times * Use caution at intersections * Stay with group | * Use appropriate language and respectful tone * Close classroom doors quietly | * Classes walk in a single line * Walk on the right * Hands off wall and student belongings * Go directly to destination |
| **Bathrooms**  Voice Level 1 -2 | * Walk at all times * Hands, feet and objects to yourself * Wash hands with soap and water | * Keep bathroom clean and dry * Give people privacy * Flush toilet | * Use equipment and materials appropriately * Wait your turn * Report problems to an adult immediately * Be quick |
| **Before and after school**  Voice Level 1 - 3 | * Go directly to destination * Cross street only at crosswalk with crossing guard * Wait for rides in designated area | * Allow adults to finish conversations * Be calm | * Walk bikes and scooters while on school grounds * Carry rollerblades and skateboards on school grounds * Stay in the cafeteria until you have been dismissed |
| **Inside Recess**  Voice Level 1 - 3 | * Ask permission to leave the room | * Take turns with games * Anyone may join the game at anytime * Walk around games | * Use materials appropriately * Follow games rules |
| **Assemblies**  Voice Level 1  (unless directed otherwise) | * Respect personal space | * Respond appropriately – show respect to presenter | * Listen (no side conversations) * Remain seated until teacher signals * Sit appropriately |
| **Office**  Voice Level 1 - 2 | * Walk | * Wait quietly | * Have a pass |

**BE SAFE BE KIND BE RESPONSIBLE**

**PLAYGROUND RULES**

|  |  |
| --- | --- |
| In General | * Go around a game that is being played * Running only on the field * No tag or chase games |
| Play Structures | * Hang from hands only * One person per bar * No upside down drops * No standing |
| Swings | * When not swinging, stand by poles * When waiting, count to 100 for turn * Walk off the swings without jumping |
| Slide | * Go down the slide only * One person at a time * Slide down feet first * Get off the slide only at the bottom |
| Wall Ball | * First person in line is the judge * Players only within the boundary lines * Hitting or serving with hands is an automatic out * Kicking the ball over the wall is an automatic out |
| Four Square | * Wait your turn on the yellow line * First person in line is the judge * Automatic outs when:  1. Ball served or returned underhand 2. Ball not returned before second bounce 3. Catching or carrying the ball 4. Returning the ball after an error 5. Stepping on or over the line when serving |
| Tetherball | * Feet on the ground (not the pole) * First person in line is the judge * Automatic outs when:  1. Not hitting ball with hands only 2. Holding or catching the ball 3. Touching the pole, rope or chain |

**Students will:**

* bring coats with them (no going back for coats)
* get a pass when they leave the playground if they are injured or need to use the restroom (they do not need to bring a friend)
* Students will use the restroom next to the cafeteria

**If they do not follow the playground rules:**

* They will get a reminder
* If they continue to not follow the rules, they will get a warning
* If they continue to not follow the rules, they will get an AyAyAy!
* They might get asked to take a short break (a few minutes)
* After their break, they will be reminded of what they need to do to be successful

**Teachers will:**

* Remind and reteach these rules frequently
* Supervise students if they take students to recess during non-scheduled times
* Notify office when they go to recess during non-scheduled times

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

**Green Slips and Shining Star AWARDS–** These are one way staff members recognize students who are making responsible choices. In addition to individual Green Slips, classes can earn Shining Star Awards. Classrooms often set a goal to earn a given number of Shining Star Awards with a class reward celebrating their success.

When students receive Green Slips, they take them to their homeroom where teachers do weekly drawings for fun prizes. Each classroom has a basket for students to place their Green Slips. Teachers can choose to have a pocket chart for students to display their blue slips. Once a week, teachers will pick a winner from the bucket (or after placing all Green Slips from pocket chart into a basket) and send this winner to the office. Students will have the opportunity to pick from a variety of coupons created by the teachers. Please see attached list for some ideas. Coupon choices need to be of high value and quickly implemented once earned by the student in order to keep Green Slips desirable. After the drawing, all Green Slips are place in a box by the office. Once a month usually during an assembly, multiple winners are picked from this box.

**Non-Tangible Prize Ideas**

Sitting in teacher chair First in line for lunch Pick seat in class

Homework pass Buddy Choice Time Time with preferred adult

Watch YouTube video Read to your favorite teacher 15 minutes help other staff

Opt out coupon Special person lunch time Sit by a friend in class

Stamp Green Slips First one to recess Use a marker all day

Sit by a friend at lunch Free popcorn Keep a stuffed animal all day

**PBS celebrations -** Every 4 weeks, teachers hold a 30 minute celebration for students in their classrooms who have not earned any Level 2’s or 3’s during that time frame. The PBS team will let teachers know which students cannot participate. A quiet location will be provided for these students. They will be allowed to read or draw. Teachers are encouraged to play games, eat popcorn or do any other activity that students consider special. Students with behavior plans can join these celebrations even if they have level 2’s or 3’s. Classroom teachers will decide whether these students can attend based on whether they are making progress towards their behavioral goals and/or point cards.

**Virtues for Success -** Our school has adopted the PRIDE program most North Region schools are using in order to have consistent language and expectations as students transition to middle school and high school. Because the word PRIDE does not translate well in Spanish, we are using the name Virtues for Success. This program promotes the understanding and celebration of 5 character traits. These are perseverance, respect, integrity, diversity and excellence. Here is the schedule:

September/October – Respect

November/December – Integrity

January/February – Diversity

March/April – Perseverance

May/June – Excellence

* During the specific month, student announcers or principal will mention the virtue at least two times a week (an example, a quote, a challenge)
* Teachers will teach and do activities around the trait at least once a week. Teachers are encouraged to use Read-Alouds and/or art projects to teach the trait.
* Any staff who witness a child showing **any** of the Virtues (not just the one we are focusing on for the month) will fill out a form describing the behaviors (forms are in the IMC).
* This recognition needs to be a super amazing accomplishment for students so that others can look at that person as an example / role model. It needs to be given to students who are exhibiting the virtue consistently and regularly. One option would be for you to discuss the virtue for a few days with lots of examples and have the class chose a person they feel exhibits the virtue. Classroom teachers should plan on nominating around 2 students a month.
* Staff will give the filled out form to the principal. The principal will call the home of the student with student present to congratulate and celebrate this accomplishment.
* Office staff will take a picture of the student and record their name for the announcements the next day and/or the newsletter. Office staff will place picture and award on the bulletin board in the main hallway.

**Self Manager Program**

All teachers are encouraged to use our self-manager program. This promotes self-awareness and encourages positive choices. This program can be tailored to your specific classroom needs. You can decide how students are nominated based on how they display Virtues for Success. You can decide on the privileges students can earn. Students can have their bracelets taken away by any staff member especially if they are engaging in Level 2 or Level 3 behaviors. Please find copies of the application in the IMC. Bracelets will be made available to you.

**CONSEQUENCE PROCEDURES (school-wide discipline program)**

We use a leveled behavioral system to manage student behavior. Handling disciplinary matters directly and immediately is best. We utilize three levels of referrals outlined below. Each report is used to monitor and communicate behavioral concerns to both parents and staff. Continual review of these reports will help in our effort to remediate problems rather than experience repeat offenses. Parental support in our disciplinary efforts is encouraged and greatly appreciated.

**Level 1 “Ay, Ay, Ay!”**

1. Tell student that they are getting an “Ay, Ay, Ay!”
2. Have a conversation with them using the Corrective Conversation Protocol
3. Write the “Ay, Ay, Ay!”
4. Give the “Ay, Ay, Ay!” to the homeroom teacher

**Homeroom teachers,** please find a way to keep track of the “Ay, Ay, Ay!”. If a student gets repeated “Ay, Ay, Ay!” for the same behavior (3 to 6 depending on the grade), please write a level 2 referral. By tracking “Ay, Ay, Ay!” we will hold students for the small behaviors that can distract from learning.

**Protocol for a Corrective Conversation-**

1. Speak to the student privately
2. Start with a positive statement (“thank you for stopping” or “thank you for your attention”).
3. State the appropriate behavior (“remember to speak respectfully at school”)
4. If the student cooperates, respond with a, “thanks”, “perfect” or some other statement of acknowledgement.
5. If the student escalates, review choices (“What I am asking of you is reasonable. We could solve this easily, if you’ll follow directions. Right now, we are simply having a conversation. If you choose to cooperate, we will remain at the Ay,Ay,Ay level. If not, the situation will become more serious and we will need to move things to the next level. Still, I’m confident we can resolve this between the two of us. Your choice is to cooperate or move to more serious consequences. The choice is yours ~ what will you do?”

**Remember:** staff consistency is very important in order to prevent the following from happening.

* We give reminder, reminder, reminder (or, warning, warning, warning) and students learn to ignore us; OR
* Students are blindsided because they didn’t see the consequence coming; we’ve given students a “pass” on the behavior several times, prior, and now they are being help accountable. This can be difficult to explain to parents as well.

**Level 2 Referral**

1. Tell students they are getting a Level 2 referral and write the referral. Give the referral to the homeroom teacher
2. If you are an EA, you may provide an immediate consequence (make sure to wire down what it was) or leave the consequence area blank for the homeroom teacher to provide
3. Homeroom teacher will call home or send the correct copy to the parent (if you send it home, please be ready to follow up with parent if it does come back returned with a signature)
4. Please put office copy in Cathy’s box for documentation

**Level 3 Referral**

1. Tell student they are getting a Level 3 Referral. If the behavior requires immediate removal from area, send student to the office or call for assistance. Provide the office with the Level 3 Referral as soon as possible.
2. The referrals sent to the office ideally need to be processed the day of the incident if at all possible.
3. Classroom teacher and/or issuing staff will be notified of consequence /outcomes provide by the principal
4. If student does not require immediate removal, fill out the referral and turn it in to the homeroom teacher as soon as possible.
5. Homeroom teacher decides if behavior requires call home from teacher or office staff depending on severity of behavior. Call home if that is the decision.
6. Turn filled-in form to office staff. Principal will provide consequence and call home if the homeroom teacher has not called

**Homeroom teachers:** If a child is on a behavior plan and receives many Level 2’s and 3’s, consider making a generic form so that the form can be filled in quickly. Provide Cathy with the information for documentation. Follow the child’s behavior plan regarding consequences and contact the home.

Students should only be sent to the office if they are engaged in a level 3 behavior that requires immediate removal from the classroom (please see behavior chart below) or if the student has a behavioral plan that specifies the office as a time out area.

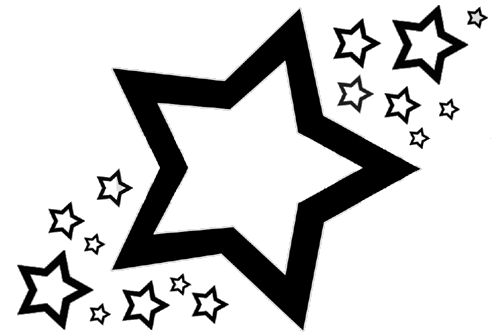
Teachers: please work with a partner teacher to create a time out area.

Co**ntrol of Students:** Teachers are responsible for the behavior of all El Camino del Río students, not only inthe classrooms, but also throughout the building. The establishment andmaintenance of a positive classroom climate is essential to providing theoptimal learning environment. Although a positive classroom climate is built on numerous factors, one of the most important is the clear establishment of classroom rules and procedures.

To provide the appropriate climate:

* Teachers should provide all students with a clearly written set of classroom rules and procedures within the first week of school. Rules should also be posted in the classroom. This will assist if a controversy arises with either a student or parent.
* Teachers should be at the classroom door at 8:15 AM and remain there until the hallways are clear. Teachers are responsible for the supervision of the hallways and bathrooms in the vicinity of their rooms.
* Although the classroom teacher is primarily responsible for the conduct of his/her assigned pupils at all times, it should be remembered that the supervisory rights and responsibilities of all staff extend throughout the building and grounds.
* To conform to bus schedules and maintain an efficient parent pick up routine, children should be ready to leave their classroom at the proper dismissal time.
* The office is the business center of the school. Children should be sent to the office only when a sound reason exists.
* Students should have a pass, or written note, anytime they leave the classroom
* Children should not be left alone in the hallway for disciplinary reasons or to make up schoolwork.
* Corporal punishment, or threats of corporal punishment, is illegal in the state of Oregon.
* No child is to be sent home by a classroom teacher during the school day. Students should be signed out through the office.

It is important to KEEP PARENTS INFORMED and updated on all discipline problems. The building principal will contact parents when a student is sent to the office with an office referral, but it is helpful if parents have already been informed of on-going problems.



El Camino del Río

Discipline Level System

**LEVEL 1 “¡Ay,Ay,Ay!”**

A Level One occurs when school or classroom rules are not being followed. This results in a verbal reminder and a reteaching conversation.

**EXAMPLES OF LEVEL ONE BEHAVIORS**

•Inappropriate minor language •Distracting others

•Roughhousing •Put downs

•Low-Level disrespect •Hands/feet/objects not to self

•Talk-outs •Inappropriate comments

•Off task •Initially refusing directions

•Running in the halls •Careless use of materials

**LEVEL 2**

A Level Two occurs when Level One behaviors continue or intensify. Results in filling out a Level 2 Referral Form, a consequence and parent notification.

**EXAMPLES OF LEVEL TWO BEHAVIORS**

•Repeated Level One behaviors •Uncooperative behavior

•Disrespect toward adults •Verbal or physical provocation

•Cheating •Teasing

•Dishonesty •Unsafe activity

•Inappropriate language •Misuse of property

**LEVEL 3**

A Level Three occurs when there is serious misconduct or when Level Two behaviors continue or intensify. Results in possible removal from activity for administrative action and a Level 3 Referral Form.

**EXAMPLES OF LEVEL THREE BEHAVIORS**

**•**Repeated or intensified Level Two •Obscenities/directed profanities

•Bullying and or intimidation\* •Vandalism

•Weapons\* •Alcohol/tobacco/drugs\*

•Threat of violence\* •Fighting/physical aggression\*

•Defiance/noncompliance\* •Theft

•Harassment based on:

•Gender •Religion

•Ethnicity •Ability

•Race •Sexual orientation / gender identity

*\* = immediate removal from classroom*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Respect** | **Kindness** | **Integrity** | **Safety** | **Language** | **Responsibility** |
| **¡Ay,Ay,Ay!** | ♦ Low level disrespect  ♦Initially refusing directions | ♦ Put downs |  | ♦Roughhousing  ♦Hands/feet/ objects not to self | ♦Inappropriate minor language  ♦Inappropriate comments | ♦ Careless use of materials |
| **Level 2** | ♦ Disrespect toward adults  ♦Uncooperative behaviors | ♦ Verbal or physical provocation  ♦ Teasing | ♦ Cheating  ♦ Dishonesty | ♦Unsafe activity | ♦Inappropriate language | ♦ Misuse of property |
| **Level 3** | ♦ Defiance/ noncompliance  ♦Noncompliance with level two consequences | ♦ Intimidation  ♦ Bullying  ♦ Harrassment | ♦Theft | ♦ Threat of violence  ♦ Fighting/ physical aggression  ♦Weapons | ♦ Obscenities/ directed profanities | ♦ Vandalism |

**STUDENT SUPPORT SERVICES**

**Intensive Positive Behavior Support (IPBS)**If you are concerned about a student’s academic or social development, you can refer the student to El Camino del Río’s IPBS Team. The IPBS Team is comprised of an administrator, teachers, and specialists. Each grade level has an IPBS Team member that serves as a “case manager” for students in that particular age group. This person serves as the liaison between the Team and the teacher. The IPBS Team will review information gathered by the teacher, and any other staff member involved with the student. Based on this information, the IPBS Team will make suggestions for support (accommodations, modifications, and interventions) and will consistently follow up on the support efforts. If, after many weeks of interventions and data gathering the team believes it is time to make a referral for testing, this is a possibility. If a student is tested, and qualifies for special education services, an Individual Education Plan (IEP) will be developed to establish specific goals designed to meet the individual needs of the student. For a detailed set of guidelines on how to bring a student to the IPBS Team, please reference the procedures below:

**Intensive Positive Behavior Support Pre-Referral Process**

**I. SWISS/Synergy Referral Data and Staff Request Form**

a. IPBS Team will meet bi-monthly to analyze school-wide data.

b. Team will determine the need for assistance based on:

i. Number of Office Discipline Referrals

ii. Staff Request

**II. Tier 2 – Targeted Intervention**

a. Parents are notified of implementation of Tier 2 level support, any

changes to the plan and if the plan is discontinued

* b. Check In Check Out (CICO)
  1. i. Monitored through SWIS – CICO SWIS
* c. Intermediate Level Classroom Support Plan
* d. Minimum 6 weeks intervention
  + 1. i. Analyze Data every 2 weeks
    2. ii. After 6 weeks Decision Making

1. Continue plan

* 1. 2. Modify plan
  2. 3. Conduct a Functional Behavior Assessment and  create a
  3. Functional Behavior Support Plan (BSP)
  4. 4. Begin Tier 3 Level Support

**III. Tier 3 - Function Based Support Plan**

* a. Parents are notified and sign a consent form to move to Tier 3
* b. Functional Behavior Support

i. Created with parent, classroom teacher and Case  Manager(s)

* + - * 1. 1. Counselor, principal, special education teacher  and/or
        2. school psychologist may also be involved in creation of the
        3. BSP

c. Minimum of 12 weeks intervention (Tier2andTier3)

i. Analyze data every 2 weeks

ii. Decision Making

1. Continue Plan
2. Modify Plan
3. Discontinue Plan (move back to Tier 2 intervention)
4. Refer for Comprehensive Special Education Evaluation

**TALENTED & GIFTED (TAG) EDUCATION**

The state of Oregon passed the Talented and Gifted Education Act in the 1987 legislative session and phased in its implementation in the 1990-91 and 1991- 92 school years. The mandate is based on sound principles and research regarding the needs of talented and gifted students, but has been a dramatic shift in thinking for parents, educators and students.

Instead of requiring a one-size-fits-all pull-out or enrichment program, the law speaks directly to assessing individual needs. The regular classroom teacher has become a major player in providing appropriate services and is asked to look at each TAG student individually. The mandate has also made it necessary for school districts to be both creative and flexible in their procedures and services for TAG identified students.

School District 4J continues to meet the challenge of the TAG mandate and its own TAG policy by providing a wide array of options for all of its students, K- 12, and by assisting classroom teachers in addressing the level and rate of learning for TAG students. For more information on TAG in 4j, visit the district website at www.4j.lane.edu/instruction/talentedandgiftededucatio.

**El Camino del Rio’s TAG Philosophy**: El Camino del Río Elementary School is a safe and challenging environment nurturing a diverse community of lifelong learners. We believe all students need to feel successful at work and accepted in their interactions with other people. In attempting to address the needs of all students, we recognize that TAG students have unique characteristics and talents. We believe we can encourage and enhance these unique abilities within the framework of the regular classroom.

We believe that many of the instructional strategies and practices currently in use strengthen the educational experiences of our TAG students. We also believe it is important, and advantageous, for students of all abilities and ages to work together cooperatively and to learn from each other. Therefore, it is out intention to offer TAG activities within the regular classroom, while being committed to addressing each child’s rate and level of learning. This will also assure that as many students as possible experience higher order thinking, communication skills and creative activities regardless of identification, socioeconomic status, ethnicity, or gender.

In addition to programs within the regular classroom, able learners will be invited to take advantage of exceptional opportunities provided by the classroom teachers, parents, and community. As a result, the quality of the TAG program will be dependent on our ongoing identification, collaboration, staff development, and program evaluation.

**TAG Identification:** Each year, a TAG Coordinator (teacher volunteer) is selected to oversee the program at El Camino del Rio. At any time, requests for TAG testing may be made by teachers, parents, peers, or may even be requested by the student.

**Teacher Referral Process**

1. Contact the building TAG Coordinator. The TAG Coordinator will open an orange TAG folder to document the process.
2. Fill out the *TAG Behavioral Checklist* form. Have the parents of the potential TAG students fill out the *TAG Behavioral Checklist* and sign the consent form*.* Give the completed forms to the TAG Coordinator. Forms should be available from the TAG Coordinator. It is the teacher’s responsibility to give the checklist to the parents and track its return to school.
3. Teachers gather work samples, test scores, and other substantiating data.
4. The building TAG Coordinator will arrange to test the child or the TAG Coordinator will meet with the classroom teacher and principal to determine next steps.
5. When the results of the assessment are available, the TAG Coordinator will:  a. Document the assessment scores.

b. Inform the teacher of the assessment results.

c. Meet with the teacher to decide on eligibility.

**Parent Referral Process**

1. Parent contacts the school and requests referral for TAG testing. This request is referred to the TAG Coordinator.
2. The TAG coordinator provides the parent with the *TAG Behavioral Checklist* and opens an Orange TAG folder to document the process*.* The parent returns the completed form to the TAG coordinator.
3. The teacher fills out the *TAG Behavioral Checklist* and returns it to the TAG coordinator.
4. The teachers gather work samples, test scores, and other substantiating data.
5. When the assessment is completed and both checklists are returned to the TAG Coordinator, s/he will meet with the classroom teacher and principal to decide whether to identify student and determine next steps.
6. A conference with the parent will be arranged to discuss the assessment results and a possible TAG plan.

**Roles and Responsibilities of the TAG Coordinator**

* Notify parents and staff of the TAG referral process each fall.
* Draft letters of eligibility notification to parents.
* Store TAG files in CUM folder cabinet, in child’s CUM folder.
* Work with secretary to send graduating fifth grade TAG files to the  receiving middle school in the fall.
* Assume the responsibilities of TAG Team convener, be the chief contact  for parents, staff, and students needing assistance related to TAG issues.
* Fill out orange folder with eligibility information only if student performs at  97% or above on one area in given tests.
* Attend District TAG meetings as school representative and report  information to staff.

**Responsibility of the Teacher**

* Refer TAG candidates to the TAG Coordinator.
* After TAG testing is done, phone/conference with parents, explaining  TAG testing scores (unless agreed that the Coordinator would make this  call).
* Develop, modify, and implement the student’s Individual TAG Plan (ITP).  Consult and coordinate services with other staff and parents as needed.
* Maintain accurate records and communication with staff and parents.
* Provide for continuing assessment of TAG student’s rate and level of  learning as appropriate for program modification and adaptations.
* Use curriculum strategies appropriate for TAG students.
* Communicate progress relates to the Individual TAG Plan to parents as a  part of regular reporting process (report cards and conferences).
* Place Individual TAG Plans and work samples in green TAG, which will  be kept in the student’s CUM folders.

**Responsibility of the School Psychologist**

* Assist with testing of students as they are referred.
* Inform teacher and TAG Coordinator of student assessment score

**Responsibility of the Parent:**

* Nominate their student for TAG screening, if appropriate.
* Provide written consent for testing, placement, and agreement regarding  eligibility.
* Communicate with the teacher/TAG Coordinator regarding TAG  program and service options available; assist in the planning options in the classroom, school, and community (generally during the regular fall conference).

• Collaborate with teacher in the implementation of the Individual TAG

Plan.

**Responsibility of Student:**

* Participate in the Individual TAG Plan planning process, as appropriate.
* Follow through on agreed upon Individual TAG Plan.

**TESTING / DATA / REFERRALS**

**Data Team:** Every 6 weeks, specialists (Title, Sped, Instructional Coach and ELL teachers meet with grade level teachers to review assessment data (progress monitoring,OAKS, teacher/textbook generated, observations, etc.) to make informed decisions about support services. Student progress, needs, and interventions are discussed to ensure academic growth is being made. Floating guest teachers are hired to offer release time for teachers to meet, one hour a month. A data team meeting schedule will be distributed at the beginning of each school year.

**Instructional Intervention Progress Monitoring (IIPM):**

As described on the Eugene 4j website, “The District's IIPM (Instructional Intervention Progress Monitoring) Model and IIPM Pre/Referral Process incorporates an instructional intervention and progress monitoring framework derived from behaviorist learning theory and a Response to Intervention (RTI) methodology. The IIPM Model is a formal, structured approach to the provision of high-quality instruction and intervention matched to students' academic and learning needs. The approach requires frequent progress monitoring to assess student academic performance and learning rate to guide instruction, and is conceptualized in the District's IIPM Model as a Response to Instruction (RtInst) methodology. The IIPM Pre/Referral Process provides extensive pre/referral information necessary for non-discriminatory and fair assessments of all students, including CLD students. The IIPM Pre/Referral Process and incorporated RtInst methodology effectively address early identification and intervention of any academic difficulties within the general education environment.

I**IPM Services at El Camino del Río Elementary School**

**I. Tier 1- Comprehensive Core Reading Instruction**

a. 60 minutes daily

b. (Primary) Maravillas McGraw Hill and (Supplemental) Houghton Mifflin Reading Curriculum

**II. Tier 2- Comprehensive Core Reading with Differentiation**

a. 30 minutes daily

b. All student below 20%ile are progress monitored every 2 weeks

i. Students below the 30th%ile may be progress monitored if

there are specific concerns

c. Students scoring below the 20%ile receive an intervention

i. Interventions may be provided in the general education

classroom, Title Room, or Learning Center. Interventions may be provided in English or Spanish depending on student’s native language

d. Parents are notified when students enter or exit Tier 2 and when

being progress monitored

e. Minimum of 6 weeks Tier 2 instruction

i. Decision Making at 6 weeks

1. Continue Tier 2 as is

2. Modify Tier 2 to better meet student needs

3. Discontinue Tier 2

4. Begin Tier 3

1. **III. Tier 3- Targeted Instructional Intervention with Progress Monitoring**
   1. Minimum of 60 minutes per week
   2. Instruction matched to student needs in small groups
   3. Some students will begin Tier 3 and Tier 2 simultaneously
   4. This will be based on student needs and space available
   5. Interventions may be provided in the general education classroom Title Room, or Learning Center in English or Spanish depending on student’s native language
   6. Parents are notified when students enter or exit Tier 3 or

when the intervention is modified

* 1. Minimum of 6 weeks Tier 3 instruction
     1. Decision Making at 12 weeks (Tier 2 + Tier 3 timeline) or 18 weeks (CLD Students)
        1. Discontinue Tier 3
        2. Continue Tier 3 as is
        3. Modify Tier 3 to better meet student needs
        4. Recommend for Special Education Evaluation

**Assessments**

The following, building wide, assessments will be administered by the classroom teacher. There may be resources available for assistance in proctoring, along with proctoring support from our Title program and/or our Teaching and Learning Consultant.

Grades K-2:

* Fall/Winter/Spring district benchmarking for English and Spanish reading and math
* Progress monitoring every 4-6 weeks for English and/or Spanish reading and math

Grades 3-5

* Smarter Balance in the Spring
* Fall/Winter/Spring district benchmarking for reading and math
* Progress monitoring every 4-6 weeks for reading and math

**504 Plans**

A 504 Plan is designed to provide social and/or academic accommodations for students who do not qualify for special education services but are still in need of support. A 504 Plan holds responsible parties accountable for implementing established accommodations. The school will assign a person to be the 504 coordinator. If you wish to place a student on a 504 see the principal for more information.

**SAFETY**

**Emergency Evacuations**

Instruct all students in your classes the meaning of an evacuation. An evacuation will be announced via the PA or the fire alarm. “Building Evacuation” requires evacuation for events such as bomb threats, gas leaks, fire, etc.

Make a copy of student rosters and place them in your red emergency binder. Be sure and include rosters that reflect a regular change in your class makeup. For example, if you team-teach and switch students on a regular basis, a roster reflecting these students should be in your red emergency binder. When there is an emergency evacuation, bring this binder with you. Have this binder near the exit of your classroom and stored in the plastic wall mount provided in each room.

**Your red emergency binder should contain**: green/red card, student rosters, *Student Accountability During an Evacuation Procedure* handout, several *Student Accountability* sheets, site map, *Lessening the Aftermath* handouts, and handouts on emergency procedures (lockdown, fire, earthquake, and code blue).

Evacuation maps must be posted on/near the exit door next to the red emergency binder housed in the wall mount.

**Evacuation Procedures**

✔Escort your class and any unaccompanied students to your designated area. Students should be in a single file line, facing AWAY from the building.

✔Unless otherwise instructed, classrooms should report to the SAME location every time the building is evacuated.

✔ For safety reasons, there shall be NO RUNNING.

✔ So that instructions can be heard, students must REFRAIN FROM TALKING.

✔ Take your red emergency binder with you. Student roll is to be taken when assembled at your predetermined area. Also, record the names of all students present but not assigned to your class.

✔ Raise your green card signifying all students are present; your red card if any students are missing or you have additional students. Keep your red card raised until any discrepancies in your class roster have been rectified.

✔ Once rectified, raise your green card.

✔ Remain with your class until relieved by administrative directive.

✔ Be alert for and follow only verbal instructions from administrator or

emergency personnel.

✔ Ignore any and all additional alarms, bells, or signals unless accompanied

by an announcement.

✔ Keep students in the designated secure area.

✔ During evacuation, do not use, except in an emergency, classroom telephones or cell phones to contact the office.

✔ Do not allow students to use the classroom telephone or any cellular telephones.

✔ Report any suspicious or unusual objects, persons, circumstances, or information to the communications/command center.

✔ All El Camino del Río/4j employees not assigned to direct student responsibilities at the time of the evacuation issuance must report to the communications/command center for instruction.

✔ Do not return to the building under any circumstances until an “all clear” is issued by administrative directive

**Fire Drills**

A fire drill (emergency evacuation) will be conducted each month. Please follow these procedures:

1. Immediately upon hearing the fire drill signal (a high pitched beeping sound), students and teachers should clear the building.
2. The regular class bell, will sound the "all clear" signal after which the students can return to their classes. Under no circumstances shall any student reenter the building until the "all clear" signal has sounded.
3. For safety reasons, there shall be NO RUNNING.
4. So that instructions can be heard, students must REFRAIN FROM TALKING.
5. Students should form a single-file line, facing AWAY from the building.
6. The teacher should be the last one to leave the room after a complete check of the area. ALL children should be accounted for. Teachers should raise their green card once attendance is taken signifying all children are accounted for. Immediately notify the adult(s) overseeing the drill of any missing/additional children in your line by raising the red card.
7. All windows and doors should be closed. Teachers should take their red emergency binder and grade book (if other than your laptop). In the event of a fire, these items are critical.
8. Know where the nearest fire extinguisher and alarm boxes are located.

**Lock Down**

Instruct all students in your classes of the meaning of a lockdown. A lockdown will be announced via the PA.

Students are to report to the nearest classroom. All exterior and classroom doors will be locked within three minutes following the issuance of the lockdown.

✔ Teachers are to quickly scan for any students in the walkways and usher them into the classroom.

✔ Lock all classroom doors when walkway is clear.

✔ Turn off lights. Close and lock windows.

✔ Place window cover on door window, if applicable. Close window blinds.

✔ Move students to where a perpetrator cannot see them. Keep students away from any glass or open exposures.

✔ Student roll is to be taken. Also, record the names of all students/adults

present but not assigned to your class.

✔ Teachers are to send an email to the office. EMAIL the office by writing to

Edna. Include attendance in the subject line by stating “all here” or missing “\_\_\_\_\_”. ALSO include any additional students/adults who may be in your room. Office personnel will phone the room if a substitute is present or we do not hear from a class.

✔ Ignore any and all additional alarms, bells, or signals unless accompanied

by an announcement.

✔ All personnel are to report any suspicious or unusual object or circumstances to the communications/command center (school office).

✔ Do not use, except in an emergency, classroom telephones to contact the office. Keep phones free. Do not allow students to use the classroom telephone, cellular telephone, or other electronic devices.

✔ Custodians will check the walkways and bathrooms. If a student is found in the bathroom, the custodian should escort him/her to the nearest classroom or office.

✔ All building personnel and visitors should report to the nearest classroom or office.

✔ The office will be locked.

✔ The all-clear signal for a lockdown is “all clear, shining stars”. Unless the “shining stars” statement follows an all clear, do not unlock classroom doors.

✔ All “available” adults should immediately report to the command post (school office).

**LOCKDOWN** “What if”:

IF you are on the playground, come indoors immediately. If you are directed to remain outdoors, or use professional judgment to remain outdoors, move to the back of the property, in a secluded area (if possible), and assume a duck and cover position.

IF you are transporting students and are in the walkway during a lockdown, move to the nearest classroom/office. Students alone in the walkway, or in a bathroom, should be instructed to go to the nearest classroom/office. Using email, notify the office of the safety of the “missing” student(s).

IF your door has a window in it, place a sheet of paper over the window blocking the view into your classroom.

**Harassment or Discrimination:** To help with the District’s commitment to provide students and adults an environment that is free from harassment, 4J employees have four obligations.

**UNDERSTAND** the meaning of harassment.

Harassment involves deliberate and/or repeated annoyances or attacks.

Wearing down or exhausting a defenseless target by annoying or attacking it is very much a part of harassment. Harassment means unwanted behavior of a nonverbal, verbal, written, graphic, sexual or physical nature that was directed at an individual or group on the basis of disability, race, color, gender, national origin, ethnicity, sexual orientation, age, marital status, socioeconomic status, cultural backgrounds, familial status, physical characteristics or linguistic characteristics of a national origin group.

**INTERRUPT** students that you believe are harassing others.

Use the one good will warning approach – and then follow through with consequences if the harassing behaviors continue. The consequences include reporting the incident to and administrator who will follow the school’s discipline plan for correcting students’ inappropriate behaviors.

**TRACK**  incidents of student harassment.

The District has made a commitment not to tolerate harassment in schools. In past years the Equity Committee launched a pilot study in representative elementary, middle and high schools to determine the pervasiveness and type of harassment experienced by students at the three levels. This year, every school in the District will be expected to track incidents of harassment and document the action(s) taken by staff people and volunteers to respond to them.

**REPORT** persist or egregious harassment behaviors to an administrator so that s/he can follow through with the student(s).

It is critical that you report persistent harassment incidents so that timely and appropriate disciplinary action(s) can be taken against the offending student(s). If you believe that another student is harassing a student, interrupt the harassing behavior.

Report the specific behavior(s), which the offending student(s) used to harass another student. What would a person watching a video recording of the harassment incident see? What would a person listening to a video hear? Include what corrective action(s) you took with the offending student(s) and what resulted from it.

The most common finding in the courts that decide that a school district has not adequately protected a student from being harassed is that the district personnel failed to take both timely and appropriate corrective action.

**Harassment/Discrimination Complaints:** District policy allows individuals to file informal or formal complaints of harassment or discrimination that violate law and School Board Policy.

Informal Complaints: The purpose of informal complaints is to identify issues and hopefully resolve them at the building or department level. If you wish to file an informal complaint, you may do so by contacting the building principal, department supervisor, or the 4J Deputy Superintendent. Informal complaints do not need to be put in writing, but if you desire to do so you may use the form provided on the 4j website.

The district will respond to every reported incident. If you would like the district to keep your name confidential, you may check the box provided for that purpose. It may be necessary to have permission to use your name if the district is going to take action on the complaint.

Anonymous Complaint: If you are submitting this report anonymously (without using your name at all), it will be used for tracking purposes only. The complaint may not be investigated. If you submit a report anonymously, please do not put your name or the names of any other persons on the form.

Formal Complaint: Formal complaints may be filed at any time, but are intended for occasions when attempts have failed to resolve a situation informally. Copies of district policy and complaint procedures are available at each school office or in the superintendent’s office at: 200 North Monroe Street, Eugene, OR, 97402.

**What is harassment or discrimination?:** School Board policy prohibits discrimination or harassment against students based on the following characteristics: disability, race, color, gender, national origin, ethnicity, sexual orientation, age, religion, marital status, cultural background, socio-economic status, familial status, physical characteristics, or linguistic characteristics.

**Harassment:** Harassments means unwanted behaviors of a nonverbal, verbal, written, or graphic, physical or sexual nature.

**Discrimination:** In the provision of programs, services, benefits, or other aid

to students, the district may not:

* Treat on student differently from another in determining whether he or

she satisfies any requirement or condition for the provision of the

program, service, benefit, or aid;

* Provide programs, services, benefits, or other aid, in a manner that

differentiates among students;

* Deny any student such programs, services, benefits, or other aid;

Subject any student to separate or different rules or behavior, sanctions,

or other treatment;

* Otherwise limit any student in the enjoyment of any right, privilege,

advantage, or opportunity; or

* Allow student-to-student harassment

**Building Safety:**

Animals

* Be sensitive to allergies of students, parents, and teachers.

Building

* Politely question all visitors who are in the building w/o a visitor’s sticker. Redirect them to the office to sign-in. If you suspect their motives, contact the office immediately.

Chemicals

* All chemicals must be stored in a locked cabinet.
* All chemicals used in the classroom must have a Materials Safety Data Sheet on file in the custodial office.
* ANY chemicals brought in from home, such as baby wipes, hand soap, or other cleaners, must have a Materials Safety Data Sheet on file in the custodial office. If a staff member is discovered with a chemical that is not approved with the custodial staff, s/he is personally liable.

Classroom

* Refrain from hanging items from the ceiling.
* Window and door exits must be clear.
* There must be a 24” clearing from the ceiling to store containers (exception – the flag). Silk plants and posters are ok.

Decorative Materials

* All decorative materials such as curtains, drapes, holiday items, or any other combustible decorate material shall be flame retardant.
* A maximum of 25% of a wall area may be used for decorative material that is not fire retardant/treated. Decorations exceeding 25% of the wall space must be fire retardant/treated.
* Decorations must be a minimum of four feet from any corner of an adjoining wall and a minimum of four feet from any exit.
* Paper is not allowed on exit doors.
* Decorations shall not conceal CFC state exits, exit lights, fire alarms, hose cabinets, electrical panels, fire extinguishers, or fire alarm sending stations.

**IMPORTANT STAFF INFORMATION**

**Absences (Staff):** Teachersare responsible for scheduling their own absences/ Please use the AESOP system (www.aesoponline.com) to request a guest teacher for your classroom. More information can be found at [www.4j.lane.edu/hr/substitutedispatchinforma](http://www.4j.lane.edu/hr/substitutedispatchinforma). It is recommended that you make personal contact with the guest teacher

If you have an emergency and it is too late to schedule a substitute, please call the office immediately.

If you need to leave the building during the school day, notify the office in case there is an emergency while you are gone.

If you experience an injury at work, fill out an accident report form immediately.

**Lesson Plans:** Teachers are responsible for having complete lesson plans at all times. General objectives or standards should be included in the lesson plans. Lesson plans books should be open and available for review on each teacher’s desk. To compliment these daily plans, each teacher shall submit to the office a substitute folder with 2-days worth of emergency plans. This folder shall contain at a minimum:

* A daily schedule, current seating chart, recess/lunch/bus or other duty
* Procedures for arrival/dismissal, classroom rules/routines, school procedures
* Lesson plans and the location of materials needed for the lessons
* Bell schedule
* Map of school including the locations of helpful staff members
* Pertinent information regarding children that need medication, have special needs, or receive special services
* Names of responsible students who can be counted on for assistance
* Important characteristics of the class
* Teachers may also include special assignments or projects that a substitute could use if a lesson does not go as planned. The inclusion of “canned” lessons is also suggested in the event of an unexpected illness or emergency on the part of the teacher.

**Absences (Students):** It is very important that attendance be taken no later than 8:40. An automated dialing system is activated at 9:00. Parents will be called to let them know that their child is absent. Parents might worry about their children if they are told that he/she is absent when they had thought they were at school. If your attendance is not completed by 8:40, the office will call your classroom to remind you.

When students arrive late to school, they must check in with the office. They will be given a tardy slip. This tells you that the office will have taken care of changing the absence to a tardy in Synergy.

If students do not have a tardy slip when he or she enters your classroom, please send them to the office.

Students arriving at school after 9:15 AM are considered ½ day absent

Students leaving school before 1:40 (12:40 on Wednesday) are considered ½ day absent for the afternoon.

Teachers should only release a student to go home early if they are notified by the office to do so. They can only be released to a parent or an authorized representative of the parents. This person will sign them out at the office. Students cannot be released early to walk home alone. In order to maintain the flow of instruction, encourage parents to not have their children leave school early.

Please ask parents to notify the school if their child will be absent more than 5 days. Homework will need to be provided prior to the absence. Work should be submitted within one week of the child’s return to school.

**Truancy:** It is very important that you notify the office if you feel that absences have become a concern.Students who have excessive absences or tardies can be reported to county agencies. After 8 half days absent and/or tardy during a 4.5 week period, an attendance letter will be sent home. If a student continues to miss school, a second letter will be sent home with possible more stringent enforcement of the state truancy law.

Students could be absent due to an Out of School Suspension.

Students who receive an in-school suspension will spend their time in the office or in another classroom.

**Communication with parents:** Teachers should do their best to ensure each parent receives either a written note or a telephone call at least once during each report period. A parent should not receive a surprise at grading time. One of a school's strongest public relations tools is POSITIVE communications with parents. Remember, NO SURPRISES!

Please provide the office with a copy of all written communication sent home with your class (this does not include notes to individual parents). Any note that may cause controversy should be shared with the principal prior to distribution. Please keep parents informed frequently of what is happening at school and in your room. Each classroom teacher is responsible for providing updates to parents.

**Newsletter:** Monthly, the office will generate a school newsletter that will be emailed to families the first Friday of each month (Sept.-May), in both English and Spanish. We will also print a few hard copies and make them available to teachers for distribution to those families who do not have Internet access.

**Family Education Rights and Privacy Act**: Under the Family Education Rights and Privacy Act (FERPA), parents shall have access to their child’s educational records. FERPA regulations presume equal access for both parents, unless there is a court order or legal document to the contrary. If a non-custodial parent requests records or a conference, the principal or principal’s designee will inform the custodial parent that the school will grant the request unless the custodial parent produces the required document. If a non-custodial parent requests copies of report cards, newsletters, etc., teachers may request stamped, self-addressed envelopes from that parent. However, if parents have joint custody, the law states the school must provide copies to both parents.

**Dress Code (staff):** While the Eugene 4j School District does not have a dress code, staff should dress professionally at all times. The way in which we dress sends a message to both students and parents. Participating in spirit days is fun...and encouraged! Staff should wear their **badges** at all times.

**Dress Code (students):** Children should come to school dressed appropriately for learning. Clothing should be comfortable, clean, and not a distraction to others. To enhance consistency, ALL STAFF SHOULD BE COGNIZANT OF, AND REINFORCE, THE STUDENT DRESS CODE. The following guidelines are based upon the idea that grooming and attire should coincide with the importance we place on learning:

* Shirts with inappropriate language, logos or words that promote alcohol, drug, gangs, violence, tobacco, bigotry, or contain sexual connotations are not permitted;
* No students shall wear articles of clothing, jewelry or accessories, which, in the opinion of administration, could pose a threat to the physical well-being and safety of the student or others;
* Wearing apparel which disrupts the classroom, is prohibited ...this includes sunglasses;
* Hats and hoods may be worn outdoors for warmth. Head coverings are sometimes worn for religious or health reasons. In this case, the hat should not be removed. When a hat disrupts or reduces effectiveness of instruction, the teacher has discretion to ask that hats be removed.
* No bandannas are to be worn on campus or hang in pockets during the school day to show affiliation with a gang.
* Chain of any kind (such as wallet chains), clothing or jewelry with  protrusions that could be considered dangerous, unsafe, or disruptive to learning are not allowed.
* Finally, students should wear clothing appropriate for the weather. We go outside for recess every day, except during rainy weather. Sweaters, jackets, and other outside gear should reflect the weather.

**Teacher Hours**: Generally, teacher hours are from 8:00 AM to 4:00 PM, unless prior arrangements are made with the principal.

**Technology Use:** At El Camino del Rio Elementary, technology is used to support learning and to enhance instruction. It is a general policy that all technology is to be used in a responsible, ethical, and legal manner.  Student technology misuse may result in a temporary or permanent suspension from school technology.

**Audio Visual Policy** (DVD’s, YouTube, Internet Clips, etc.): The viewing of various audiovisual materials should be for educational purposes, not entertainment. On rare occasions, showing a video as a reward is acceptable, but should be kept to a minimum. Combing a reward with an educational video clip (as opposed to purely entertainment) is best. Showing materials that hold a rating other than “G” require parent approval.

For safety reasons, children are NOT allowed to move any equipment.

Please report defective equipment to the librarian as soon as possible. The more specific you are in sharing what is wrong, the easier it will be addressing repairs.

Staff members are to preview AV materials (Internet clips, programs, DVD’s etc.) before sharing them with students. Previewing is not necessary if the district specifically approves materials.

**Birthday Parties**: Birthday parties are not celebrated at school. With teacher permission, parents may provide a store bought “treat” with the expectation that celebrations do not interfere with the instructional program. (Frosted cupcakes do not fall within the area of acceptable treats.) In addition, all treats should be nut free and non-allergenic to the students in the class. Parents should contact the teacher before sending or bringing any treats to school. In accordance to 4j’s Wellness Policy, “sugary treats” are not permitted. A positive alternative to treats are fun pencils, erasers, note pads, etc. Another suggestion would be to donate a book to the classroom, in the birthday child’s name.

**Field Trip:** Teachers who plan an educational trip away from school must complete a Field Trip Request form. Any time students leave the campus, including walking trips, this form must be completed and signed by the child’s parent or legal guardian. Include on the form the instructional goals/benchmarks that the trip will address. The form requires information regarding destination, cost, funding source, transportation, chaperones, and academic connections to content standards.

The form should be submitted to the building principal for preliminary approval. Complete arrangements for the trip, including transportation, must be submitted for final approval at least 30 days prior to the trip date, unless special circumstances exist.

Every student going on a field trip must have a Eugene 4j School District Permission Slip/Emergency Authorization form signed by a parent or guardian. Teachers should take permission notes with them on the trip. Please carry a list of each child and chaperone attending the trip with you. Remember to sign out medications from the office for any students that may require them during the field trip. If a cell phone is available for use on the trip, please leave the phone number with office personnel. Distribution and collection of permission slips is the responsibility of the teacher. Teachers should make arrangements with colleagues for students who will not accompany the class on the trip. Work should be made available for any student not attending the field trip.

Siblings and younger children may not ride the bus to or from a field trip. When traveling to a fieldtrip using district transportation, all students must ride the bus to/from the planned destination, unless a unique circumstance exists. Alternate rides to/from a fieldtrip must be in writing (…from the parent) and pre-approved by both the classroom teacher and the principal.

**Transportation on the Field Trip:** If you are using parent drivers, each driver must havea current drivers license and complete a Eugene 4jSchool District School Driver Registration Form. Proof ofinsurance must also be provided. All drivers that aretransporting students without a staff member in the car must have a criminalbackground check.

As per district guidelines, district employees or volunteers use personal vehicles to transport students, they must:

* Be a 4J employee or approved volunteer on school district business.
* Be over 21 years old and acceptable to the building principal.
* Carry the minimum state mandated limits for personal auto insurance (at least $25,000/50,000 bodily injury liability, $50,000 uninsured bodily injury, $10,000 each for personal injury protection and property damage liability coverage).
* Use a booster seat for all children who are under the age of six or who weigh less than 60 pounds.
* Each driver must fill out an 4J Staff & Volunteers Private-Auto Insurance Form. This form can be kept on file in the school office for future trips.
* Privately-owned large vehicles such as "retired" school buses, motor homes, or airport-type buses do not qualify as an approved vehicle.
* Additional information, along with district forms related to fieldtrips can be found at: www.4j.lane.edu/riskmanagement/travelandfieldtrips

**Walking Excursions:** Students may complete an annual permission form that allows children to make walking field trips (within a 10 block radius of the school) ANY TIME during the school year without the need for a signed permit for each trip.

**Staff Notification of a Field Trip:** So that all parties are “in the loop”, please communicate your plans for afieldtrip at least one week prior to your field trip. Please send an email toriver\_staff regarding your field. Be sure and include in your email: date of trip, time leaving &returning, destination of trip, and room(s) going.

IMPORTANT: Ensure the office is aware of the “who, what, where, when, and why” of your trip so that we can be of assistance should parents call the school with questions.

Finally, be sure to make arrangements with the Kitchen Staff if you require lunches to be served differently than normal (ie. different time, different location, sack lunches, etc…).

**Medication -**It is the policy of the Eugene 4j School District to cooperate with parentsto dispense medication that has been prescribed by a physician during the school day. Confidentiality should be practiced regarding individual student medication.

All medication should be kept locked in the office and must be in the original container issued by a registered pharmacist. Parents must sign an authorization form granting the school permission to administer medication.

Students are allowed to carry inhalers as long as there is an authorization form in the office. Otherwise, students should not have medication with them, including over the counter medications.

**Field Trip Medication Responsibilities**

**Teacher:**

1. Notify school nurse, health assistant, or secretary (depending on who’s available) of date, time, hours, location, and names of students attending (if students other than your regular class) as soon as scheduled.
2. Pick up medications/medical equipment that is kept at school and appropriate paperwork will be returned to the health office on arrival back to campus. Refer to the Health Alert list for those students with medications at school.
3. Administer ALL medications according to the prescription directions.
4. Set up a meeting with the nurse, prior to the fieldtrip, for medication training (if necessary).
5. Carry their copy of the Health Alert list, and any Individual Health Plans, on their fieldtrip.
6. Notify the school nurse of any scheduled parent information meetings related to fieldtrips, if necessary.
7. If an overnight trip is planned, provide the school nurse with a copy of the camp brochure and/or paperwork that is related to medication or health concerns as soon as available.
8. For overnight trips, obtain medication permission forms for any medications that are not currently in the health office at school. The parent should get the appropriate paperwork and medication to the teacher at least one week prior to the trip.

**Secretary:**

1. Note all fieldtrips on the calendar and keep a file of the Fieldtrip Medications, Medical Equipment, Health Plan form submitted by the teacher.
2. The day before the trip, put each student’s medication and paperwork in a large, labeled Ziploc bag in the locked medicine cabinet. It should be ready for pick up, by the teacher, the following morning.

**School Nurse:**

1. Attend parent information meetings for overnight fieldtrips, if at all possible.
2. Avail herself to train teachers on medication administration, use of medical equipment, and/or student health concerns.
3. Review all incoming medication and health information for overnight fieldtrips, if received at least one week prior to the trip.

**Administrator/Office Personnel:**

1. Communicate responsibilities with staff.
2. Review expectations with staff, periodically.
3. Check with teachers, the day of the trip, to ensure they have collected student medication

**Teacher Duty Schedule:** Teachers perform duty after school as per the duty schedule. A schedule will beprovided at the beginning of each school year.

**Grades and Class:**  The keeping of records is a vital part of every teacher's work. Records of student activity must be available to a number of people and the information must be accurate and up to date. Please arrange your work so that records are completed by the due date. The grade book is the teacher's record of a student's academic progress and citizenship rating. At the end of the school year, all student grades must be properly recorded.

**Emergency Cards (Staff):** Each staff member should fill out and return to the office an emergency card. Returning staff members should check the card on file an update it if necessary. All cards should be filled out completely.

**Copy Machine:** Please continue to use the copy machines wisely, sparingly, and in accordance with copyright laws. Use both sides of each piece of paper, along with half sheets, whenever possible. In the spirit of conservation, copy codes to staff members utilizing the machines have been assigned. Please use Insta Print as much as possible. Please provide the school secretary your Insta Print order form (found in office or IMC) for processing. All printing from computers will be linked to the copy machines and will be part of your monthly copy allocations.

**Emergency School Closing**: ….weather can be treacherous!!

On rare occasions, an emergency closing of school may be necessary. Should this occur, staff, parents and students have several ways to learn about weather-related school closures in Eugene; the district website (www.4j.lane.edu), text message alerts (see the district website for details), KRVM-FM, and other local TV and radio stations. If there is a change in the school schedule or bus routes due to inclement weather, Eugene School District 4J will announce that buses are on snow routes, that school is delayed two hours, or that school will be canceled. If school is in session and on regular schedule, the district will NOT make an announcement. Once school is in session, should the routine of the normal school day be altered, we will initiate the phone auto dialer and email system notifying parents of the change in routine. As such, it is important that the school has current contact information, particularly phone numbers and email addresses. Your assistance in keeping this information current is appreciated.

**Bulletin Boards and Displaying Student Work**: The visual environment of a school has a direct bearing on the attitudes held by both students and parents. Displays help create a warm and friendly climate that send a positive message about our school. Teachers are responsible for the bulletin boards in and around their rooms. It is recommended that bulletin boards (particularly those in the hallways) be changed regularly. It is also highly encouraged that you display student work through out the classroom and in the halls. Please work with the custodian to arrange work in hallways.

**Cumulative File Viewing Procedure:** Parents requesting to view their child’s cumulativefile should make this request through the schooloffice. The office will then arrange an appointmentwith the parent, and the principal, to go over thefile. This affords the teacher and the office time togo through the file to make sure appropriate information is contained therein.Cums MUST REMAIN IN THE OFFICE AREA AT ALL TIMES.

**Child Abuse/Neglect:** Any employee of the district who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect, or who has observed the child being subjected to circumstances or conditions that could result in abuse or neglect will immediately report these observations to the counselor and/or principal. School employees are mandated reports and should contact the

Department of Human Services with their observations/concerns, immediately (within 24 hours). 541-686-7555 or 541-686-7722 Please report to the office all calls made to DHS and log them in a binder in the front office.

School employees should not contact the child’s family, or any other persons, to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employees to determine or prove that the child has been abused or neglected.

**Guests:** El Camino del Río encourages and welcomes visitor. For safety reasons, all volunteersand guests need a name badge from the office and to use the online sign in system. Staff should politely redirectguests to the office for a sticker if they are on school grounds without one.Friends and family members of staff should have prior permission from theprincipal before spending the day at school. These guests also need a visitor’sbadge from the office.

**Gum:** Students are not allowed to chew gum in school.

**Housekeeping:** Students should pick up scraps, books, pencils, etc. off the floor before beingdismissed each afternoon. Similarly, chairs should be stacked each afternoon.

Due to carpeting, please immediately notify the custodial staff of spills or stains.

Students should clean out their desks periodically to present a neater, cleaner environment, and promote responsibility (once a week is not too frequent).

No stickers should be placed on desks, chairs, books, cubbies, etc.

Student work habits often reflect their surroundings. Maintaining a neat and tidy classroom serves as a positive model for children to emulate.

While seemingly unimportant, housekeeping details can make a difference in school appearance and students’ respect and attitude toward learning.

**Keys:** At the start of each school year, staff members will be issued a key to his/herroom. Staff will have the opportunity to check keys out over the summermonths. It is the responsibility of staff members to carefully monitor thewhereabouts of the key. Report lost keys to administration immediately.

**Homework:** Individual student capability and demands upon time should be factors of consideration in applying the following suggested assignment-time guidelines (approximately 10 minutes per grade level). These suggested times are in addition to independent reading (a picture or chapter book) that may be assigned by individual teachers.

Grade Level Daily Assignment Time Guidelines

K-1st : 10-15 minutes

2nd-3rd : 20-30 minutes

4th-5th: 40-50 minutes

While homework reinforces skills being taught in school, it can also teach students responsibility and good study habits. There may be times, however, in which family circumstances prevent students from completing homework on time. Please be sensitive to these situations. Should requests for homework extensions, or incomplete homework, become habitual; a parent/teacher/student conference may be warranted. Parents should be notified, in a timely fashion, if incomplete homework becomes a problem.

Homework Guidelines:

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

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

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

**Staff Telephone Use:** The school has a long distance code that must be utilized when making calls outside our area. Staff members should refrain from making personal long distance calls from district lines.

**Student Telephone Use:** Please do not send students to the office to call home. Students may use the office telephone in cases of an emergency. At the teacher’s discretion, student may use classroom phones to contact parents regarding forgotten lunch/money, etc. Closely monitor the use of classroom phones as some students may come to rely on phone calls home rather than developing personal responsibility.

**Tobacco Use:** As per state law, “A person shall not use a tobacco product on school property.” This law applies to all buildings, grounds, and property owned, leased or controlled by a public school system.

**Volunteers and Criminal Background Checks:** Criminal Background Check must be competed and approved by law enforcement prior to leaving on your field trip and/or working with children unsupervised by a Howard staff member. **Plan for at least two weeks to obtain results from the background check, so plan ahead.**

It is highly recommended that teachers have all parents and potential volunteers fill out a Criminal Background Check at the beginning of the year. Once the background check is completed, volunteers may work or help around students without the direct supervision of a staff member. Completing this important paperwork early can prevent problems later.

**Work Requests:** Notifying the head custodian, directly, is the best way to request repairs and/or work to be done in your classroom. Notification, via email, is preferred. Please cc the principal on all work requests so that requests, and their completion, can be monitored.

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

Teachers are responsible for the care of classroom pets, i.e., fish, hamsters, etc.

Please be sensitive to student allergies when determining whether to have a classroom pet.