



Howard Elementary Staff Handbook



September, 2012

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ABSENCES (Staff)

It is the staff member's responsibility to schedule his or her own substitutes. To do so, please contact the 4j substitute service at www.aesoponline.com. Please contact the service **EARLY** to make substitute arrangements. If it is too late to report an absence and schedule a substitute, please call the school office immediately. For a complete set of instructions on requesting a substitute using Aesop, visit www.4j.lane.edu/hr/substitutedispatchinforma.

ACCIDENT OR ILLNESS (Staff)

Fill out an accident report form immediately if you are injured at work. If a form is not completed, personal loss may not be covered by workman's compensation insurance. If you find it necessary to be seen by a physician due to a work injury, please get information from the office. The designated district facility is indicated on the accident report form.



ACCIDENT OR ILLNESS (Student)

In the case of an accident or illness, send the student to the office with a written explanation, or call the office staff, to inform them that the student is coming to the office. Have the student escorted by one student only, if necessary. In the event of an injury, be sure to fill out an accident report. If a student is vomiting, or feels as if they are going to vomit, please send the child to the office with a trashcan.

ANIMALS/PETS

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.



ANNOUNCEMENTS

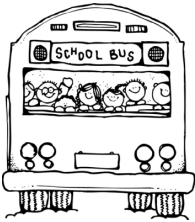
Announcements will be broadcast daily, via the school wide intercom system. It will be decided if fifth grade students will continue to serve as our Roadrunner News Crew and share the announcements each

morning, at 7:55. Establishing routines that include students listen to the announcements is important. If staff have an announcement they would like to share, please complete an *Announcement Request* form located in the office, near the P.A. phone.

ARRIVAL AND DISMISSAL TIMES (Staff)

Generally, teacher hours are from 7:30 AM to 3:30 PM, unless prior arrangements are made with the principal.

ARRIVAL AND DISMISSAL (Students)



Children are allowed in their classrooms at 7:50AM. Teachers are to be in their classrooms ready to greet students at 7:50AM. It is the parents' responsibility to see that children do not arrive too early for school. Students arriving before the 7:50 bell should report to the cafeteria for breakfast and/or supervision. Students having breakfast may arrive as early at 7:25AM. Students should sit in their assigned area, by class, and wait quietly for the bell. Those students not eating the meal should delay their arrival until 7:50AM.

All teachers need to be at their classroom door by 7:50 AM.

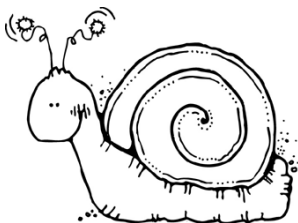
Dismissal:

Dismissal is at 2:05 PM. Teachers with afternoon duty have permission to walk their students out five minutes early so that they are ready to supervise students at 2:05. Otherwise, students should NOT be dismissed prior to the 2:05 bell. Teachers should escort their students to the front of the building where buses and parents will be waiting. Upper elementary students may serve as "buddies" assisting younger students during dismissal. This can be coordinated between teachers and should be communicated with the office.

ATTENDANCE

Records

It is important to note that the teacher is responsible for the attendance of each child enrolled in his or her class. Therefore, it is imperative that the teacher maintains accurate attendance records at all times.



Attendance Procedures

Attendance should be taken, each morning, via ESIS, no later than 8:15 AM. Adhering to this timeline is important as an automated dialing system is activated at 8:30, notifying

parents of their child's absence. Should the office not receive your attendance by 8:15 AM, a phone call will be made to your classroom as a friendly reminder to take attendance. If a student arrives to school late, **and comes to your room with a tardy slip**, the office will have taken care of adjusting this child's "absence" to a "tardy". The office will also indicate, in ESIS, if a student is serving an in-school/out-of-school suspension rather than being in attendance in the classroom.

Attendance Definitions

Half Day Absence:

- Students arriving at school more than one hour late. Students arriving *after 8:55 AM* are considered **absent for the morning** and should be marked as a ½ day absent.
- Students leaving school more than one hour early. Students leaving school *before 1:05 PM (12:05 on Wednesdays)* are considered **absent for the afternoon** and should be marked as a ½ day absent.

Tardy:

- Students arriving between 7:55 and 8:55AM are considered tardy for the morning and should be marked as an AM tardy.
- Students who are tardy must check in at the office before entering class. If properly checked in, the student will have a pass from the office indicating the reason for their tardiness. **If a tardy student enters your class without a pass, please send them to the office for a proper check in.**

Early Release of Students

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

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

Pre-Arranged Absences

Students planning to be absent for five, or more, consecutive days must notify the classroom teacher and the school office at least one week prior to the absence. If feasible, student work should be provided to the family prior to the absence. Developing alternative activities for the student to complete is acceptable. The completed work should be submitted within ONE WEEK of the student's return to school.

Out-of-School Suspension

Students may be suspended from school for a period of several hours to several days.

In-School Suspension

Students may be suspended from attending their regular schedule, but do attend school. Students spend their time in the office (or another classroom) with work provided to them by the classroom teacher.

Attendance Reminders

Parents are asked to telephone the school by 8:00 AM with reasons for their child's absence. While the office is able to track absences via ESIS, please notify the office when you feel absences have become a concern.

Truancy

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

Attendance is due to the office by 8:15 AM

ASSEMBLIES

Students should enter the gymnasium in a quiet and orderly fashion. Seating locations will be assigned. A map will be provided prior to each "whole school" assembly so that everyone will be aware of the seating arrangements. Students should sit on their bottoms, in a straight row, to ensure everyone has a clear view. Please CREATE AN ISLE, BETWEEN CLASSES, to allow for easy mobility.



Prior to attending an assembly, please remind students to be especially attentive and respectful. Guests at Howard should leave wanting to return as a result of our students' kind and courteous behavior. Reinforcing these expectations during the assembly is expected and appreciated. At the conclusion of an assembly, students should remain seated until dismissed by the principal.

ASSESSMENTS (Student)

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/Spring district benchmarking for reading and math
- Progress monitoring every 4-6 weeks for reading and math

Grades 3-5

- OAKS; up to three attempts per year
- Fall/Spring district benchmarking for reading and math
- Progress monitoring every 4-6 weeks for reading and math

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. Combining 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.

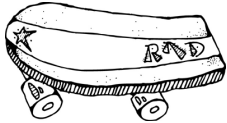
BADGES

All staff members **MUST** wear Eugene 4j identification badges during contract hours and school sponsored events. For safety reasons, this is **VERY IMPORTANT**.



BICYCLES, ROLLER BLADES, AND SKATEBOARDS

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



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

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. 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.

BREAKFAST

All students at Howard are eligible for free breakfast. The cafeteria is open for breakfast from 7:25-7:50. Students enjoying breakfast report directly to the cafeteria upon arrival, where they remain until the 7:50 bell rings. Students have assigned seats, based on grade level, and are supervised by duty personnel. Students arriving a few minutes late to school will also have an opportunity to have breakfast before reporting to class.

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.

Personal Furniture

- Furniture must be UL (Underwriter's Laboratory) approved.
- Vinyl bags are acceptable, but need to be regularly cleaned/sanitized by the teacher.

BULLETIN BOARDS

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.

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).

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.

COMMUNICATION (...with Office Staff)

Notifying the office staff of changes in your schedule, fieldtrips, guest speakers, any classroom activity that is "out of the ordinary", etc. will allow the office to support your activities and better address questions that may arise. Communication is key to our success!

COMMUNICATING (...with Each Other)

Email is our primary mode of communication so checking your email "in box", daily, is important. At Howard, we also have a school Wiki (4jhoward@wikispaces.com) that hosts a variety of important information, including schedules, meeting minutes, assessment updates, technology tips, and more!! It's a quick and easy place to locate information. Our school website is another resource that not only includes information for the general public, but it contains links for both our learners and our staff. Our website is howardelementary.org.

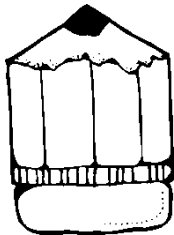
COMMUNICATING (...with Parents)

Please provide the office with a copy of all written communication sent home with your class (this does not include notes to individual parents). It is highly

recommended that, prior to sending written communication home, **a minimum of one other person proof the document**; there is nothing more embarrassing than a message from the school that contains grammatical and/or informational errors. 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. At Howard, maintaining a *current* classroom website is a building priority and, therefore, classroom teachers are strongly encouraged to do so; this is an excellent method of communication and minimizes our paper consumption at the same time! This will enable office staff to answer parent questions in an intelligent and informed manner.

School 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.

Translations: We will translate school-wide correspondence in Spanish.



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!**

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.

CONTROL OF STUDENTS

Teachers are responsible for the behavior of all Howard students, not only in the classrooms, but also throughout the building. The establishment and maintenance of a positive classroom climate is essential to providing the optimal 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:

- A. 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.
- B. Teachers should be at the classroom door at 7:50 AM and remain there until the outside walkways are clear. Teachers are responsible for the supervision of the walkways 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.
- C. 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.
- D. The office is the business center of the school. Children should be sent to the when a sound reason exists.
- E. Students should have a pass, or written note, anytime they leave the classroom.
- F. Children should not be left alone in the hallway for disciplinary reasons or to make up schoolwork.
- G. Corporal punishment, or threats of corporal punishment, is illegal in the state of Oregon.
- H. 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.

COPY MACHINES

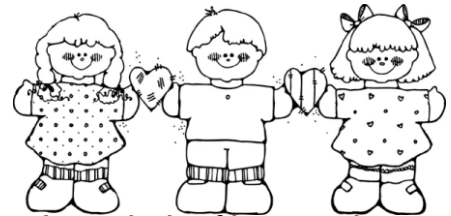
Please continue to use the copy machines wisely, sparingly, and in accordance with copyright laws. Use both sides of each piece of paper, along with half sheets, whenever possible. In the spirit of conservation, it may be necessary to assign copy codes to staff members utilizing the machines OR limit the amount of copy paper available for use.

CORPORAL PUNISHMENT

Corporal punishment is not allowed. Students shall not be threatened, humiliated, or intimidated. Everyone should be treated with respect.

CUMULATIVE FILE VIEWING PROCEDURE

Parents requesting to view their child's cumulative file should make this request through the school office. The office will then arrange an appointment with the parent, and the principal, to go over the file. This affords the teacher and the office time to go through the file to make sure appropriate information is contained therein. Cums **MUST REMAIN IN THE OFFICE AREA AT ALL TIMES.**



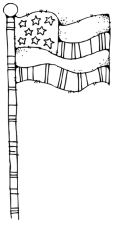
CURRICULUM PACING GUIDES

At Howard Elementary, we have developed pacing guides for both our Houghton Mifflin (reading) program and our Investigations/EnVisions (math) program. Teachers are expected to follow these pacing guides with fidelity.

DATA TEAM (data driven decision making)

Each month, the "workshop team" (Title, Sped, ELL teachers) meets with grade level classroom 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 subs 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.

DAILY OPENING ANNOUNCEMENTS



Daily opening exercises should be conducted by all classroom teachers and include the "Pledge of Allegiance" the first day of each week. Teaching and reinforcing proper respect for the Pledge is expected. To enhance communication, teachers and students need to listen to the announcements (to be broadcast over the PA system) and avoid temptations to "do other things" while the announcements are being broadcast. Announcements begin, promptly, at 7:55 each morning and last approximately 2-3 minutes. Staff are welcome to request an announcement simply by completing an *Announcement Request* form located in the front office near the PA phone.

DEADLINES

To keep the day-to-day operations of the school running smoothly, it is important to honor all deadlines. If circumstances do not allow you to meet a deadline, please communicate this to either the office staff or the building administrator. Whenever possible, alternate arrangements will be made.

DISCIPLINE (school-wide program)

Teachers (often with the assistance of students) are expected to develop, implement, and reinforce individual classroom rules. Handling disciplinary matters directly, and immediately, is best. Howard utilizes three types of referrals: an *Uh-oh* for verbal redirections/reminders, a *Level 2* for minor offenses, and an *Office Referral* for more serious offenses. Each report is used to monitor and communicate behavioral concerns to both parents and staff. With the receipt of each report, consequences become more stringent with continual review of the behaviors in an effort to remediate problems rather than experience repeat offenses. Parental support in our disciplinary efforts is encouraged and greatly appreciated.

- Level I: UH-OH's are verbal redirects and/or reminders. UH-OHs are given as a warning to remind students of appropriate behavior. UH-OHs may be accompanied by some type of consequence, such as an immediate time-out on the playground. UH-OHs issued by staff, other than the classroom teacher, are given to the homeroom teacher. Level I's are handled at school and do not require parent involvement.
- Level II: Minor infractions or repeated uh-oh's for the same offense; a child may receive 2 uh-oh's for the same offense. Upon his/her 3rd

similar offense, within a one-month period, a level II should be issued. PARENTS MUST BE NOTIFIED OF ALL LEVEL II's.

Level III: More serious infractions that require administrative action. These behaviors threaten, or significantly disrupt, the school environment. Staff members issuing the level III must contact the parent notifying him/her of the concern and that the principal will be further addressing the issue. If a student receives a Level III, the principal will investigate the situation, speak with the staff/student(s) involved, impose consequences, and contact the parent/guardian. The principal will follow up with the staff member(s) involved, keeping everyone informed.

NOTE: Please see our discipline levels (I, II, & III) poster located at the end of this handbook.

Children who repeatedly exhibit inappropriate behavior, or engage in fighting or serious issues, are referred to the principal. When a child is referred to the principal, it is our practice to notify and actively involve parents when dealing with serious or continuing problems. We have found that by working together, disciplinary situations can become "teachable moments" resulting in a memorable lesson learned. While infractions will be handled by using corrective measures short of suspension whenever possible, there may be times in which a suspension is warranted. In the handling of each offense, every effort shall be made to have the action taken commensurate with the nature of the offense in light of surrounding circumstances



Fostering a safe and positive classroom environment in which students feel honored and respected can deter discipline problems while bolstering self-esteem. The conducting of class meetings and encouraging open dialogue about behavioral expectations can be effective tools in addressing concerns and reinforcing appropriate choices. Accentuate the positive!

A responsible Howard Student will:

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

Be polite, friendly, respectful, and considerate of both schoolmates and adults

Follow classroom/school rules, procedures, and directions

Solve disputes constructively

Help keep the school clean
Walk throughout the campus
Keep my hands, feet, and other objects to self



Playground Rules:

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



Lunch Rules:

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

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

Lunch/Recess Time Outs

Time-outs are held in the cafeteria, during recess. Students who have lost the privilege of interacting with peers are expected to spend recess sitting in the cafeteria rather than playing outside. If it is determined that there are patterns of poor behavior and/or the above interventions do not solve the problem, a behavior plan may be necessary.

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 Friday spirit days, by wearing Howard spirit wear, is fun...and encouraged!

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;
- The midsection and underclothing must remain covered. Pants must be worn at the waist;
- No students shall wear articles of clothing, jewelry or accessories, which, in the opinion of administration, could pose a threat to the physical well-being and safety of the student or others;
- Wearing apparel or makeup, which disrupts the classroom, is prohibited ...this includes sunglasses;
- Hats may be worn;
- Hoods may be worn outdoors for warmth, but must come off once inside the building;
- No bandannas are to be worn on campus or hang in pockets during the school day.

Here are some examples of inappropriate attire:

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

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

Finally, 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.

DRUG FREE SCHOOL ZONE

Howard Elementary School has been designated a Drug Free Zone. The unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as part of any school activity is strictly prohibited. Disciplinary sanctions, consistent with local, State and Federal law, up to and including termination of employment and referral for prosecution, will be imposed on any employee who violates the standards of conduct for drug or alcohol use. Compliance with these standards is mandatory in accordance with the laws of

the state of Oregon. Likewise, smoking is prohibited on school grounds.

DUTY SCHEDULE

Teachers perform duty after school as per the duty schedule. A schedule will be provided at the beginning of each school year.

EARLY DISMISSAL OF STUDENTS FROM CLASSROOMS

Only parents, and authorized representatives of parents, shall be allowed to take children from school grounds.

In cases where only one parent has custody, the other parent may not take the child unless the guardian authorizes it. In cases of separated parents, it is the responsibility of the legal guardian to notify the school. This notification should be by letter stating the name of the person(s) authorized to take the child from the school grounds. By law, we cannot refuse to release any child to his/her parent unless we have a restraining order. Persons requesting children must come to the office. If authorization is approved, the child will be called to the office for release. Children are not to be released to parents from the classroom unless authorized by the office.

Any person taking a child from school must establish his/her identity beyond any possibility of doubt and must sign the child out of school indicating he/she assumes responsibility for the child.

ELECTRONIC DEVICES

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

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 and update it if necessary. All cards should be filled out completely.



EMERGENCY INFORMATION (Student)

As you get updated information from parents, please be sure and let the office know so that esis reflects the most current information.

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).

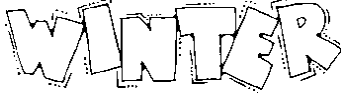
Evacuation maps must be posted on/near the exit door next to the red emergency binder housed in the wall mount.

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 (blue entrance sign).
- ✓ All Howard/4j employees not assigned to direct student responsibilities at the time of the evacuation issuance must report to the communications/command center for instruction (blue entrance sign).
- ✓ Do not return to the building under any circumstances until an "all clear" is issued by administrative directive.

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.

ENERGY CONSERVATION

Please turn lights off when any room is not in use and keep classroom doors closed when the air conditioning units are running. Whenever possible, use both sides of all copy paper, including half sheets.

EXTENDED DAY PROGRAM

The River Road Park offers an Extended Day Child Care Program entitled After School Adventure Program (A.S.A.P.) with student pick up at Howard Elementary. Care is provided Monday through Friday during the school year AND during non-school days and breaks. For more information, please call River Road Park at 541-688-4052.

FIELD TRIPS/EXCURSIONS

Teachers who contemplate an educational trip away from school must complete a *Field Trip Request* form LOCATED IN THE FILE CABINET IN THE OFFICE MAIL ROOM. 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



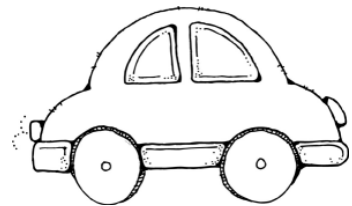
be submitted for final approval at least 30 days prior to the trip date, unless special circumstances exist.

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 have a current drivers license and complete a *Eugene 4j School District School Driver Registration Form*. Proof of insurance must also be provided. All drivers that are transporting students without a staff member in the car must have a criminal background 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 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.

Criminal Background Checks: It is district policy that any individual who is with students, and not accompanied by a staff member, must be fingerprinted. This process takes at least three weeks. It is recommended that during Curriculum Night, teachers ask for parent volunteers while informing them of the time restraints and fingerprint requirements necessary. It will be the parent's responsibility to have the fingerprinting done. There is a cost involved in conducting background checks and will be paid by the parent.

Staff Notification of a Field Trip:

So that all parties are "in the loop", please communicate your plans for a fieldtrip at least one week prior to your field trip. Sending an email to **howard_staf** regarding your field trip would be an effective means of communication. 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...).

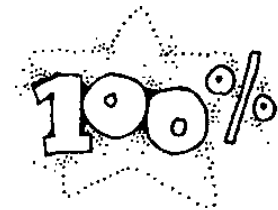
FIRE DRILLS (Emergency Evacuations)

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

- A. Immediately upon hearing the fire drill signal (a high pitched beeping sound), students and teachers should clear the building.
- B. 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.
- C. For safety reasons, there shall be **NO RUNNING**.
- D. So that instructions can be heard, students must **REFRAIN FROM TALKING**.
- E. Students should form a single-file line, facing **AWAY** from the building.
- F. 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**.
- G. 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.
- H. Know where the nearest fire extinguisher and alarm boxes are located.

GRADES and CLASS RECORD BOOKS

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.

Specialist Classes (PE, Music, Art, etc.): “Specials” teachers should record grades on individual class lists. Grades should be submitted to classroom teachers at least two days prior to the report card deadline.

GUESTS

Howard encourages and welcomes visitor. For safety reasons, all volunteers and guests need a name badge from the office. Staff should politely redirect guests 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 the principal before spending the day at school. These guests also need a visitor’s badge from the office.

GUM Students are not allowed to chew gum in school.

HARRASSMENT 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. Last year 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: Harassment 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

HATS/HOODS

Howard students are not to wear bandanas in school. Hats are permitted unless they become a distraction to the learning environment. Students should NOT wear hoods during school.

For warmth, however, students are allowed to wear a hood during recess, but they are to take their hood off upon entering the building. Assistance in enforcing this expectation is requested and appreciated.



HOMWORK

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.

<u>Grade Level</u>	<u>Daily Assignment Time Guidelines</u>
K-1 st	10-15 minutes
2 nd -3 rd	20-30 minutes
4 th -5 th	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.

HOUSEKEEPING

Students should pick up scraps, books, pencils, etc. off the floor before being dismissed 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.

INDOOR RECESS

Indoor recess takes place in individual classrooms under the supervision of Duty personnel. Having quiet activities available to students (board games, cards, coloring materials, hopscotch, manipulatives, etc.) is important.



KEYS

At the start of each school year, staff members will be issued a key to his/her room. Staff will have the opportunity to check keys out over the summer months. It is the responsibility of staff members to carefully monitor the whereabouts of the key. Report lost keys to administration immediately.

LEAVING THE BUILDING

For safety reasons, all staff must notify the office when leaving the premises. Should there be an emergency during the absence, it is important a staff member's whereabouts is known. Likewise, staff must let the office know when returning to the building.

All itinerate, or district personnel, visiting Howard MUST sign in/out while on campus.

LESSON PLANS and DAILY SCHEDULE

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.

Emergency lesson plans are due in the office no later than two weeks after the start of school.

Lesson plan books should be open on the teacher’s desk throughout the day.

A schedule of daily events should be listed on the board.

DAILY SCHEDULES are due in the office no later than two weeks after the start of school.

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 Lori Henry (henry_lo@4j.lane.edu). 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 here 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, go roadrunners". Unless the "go roadrunners" 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.

IF someone knocks on your classroom door, **do not** open the door unless the person knocking identifies himself or herself as someone you recognize. If you decide to open the door, make sure the surroundings are safe, by looking out the window, before opening the door.

LOST AND FOUND

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

LOUNGE AND WORKROOM

Teachers may create their own lounge and/or workroom duty schedule. Everyone should assist in keeping these areas clean. Please remove leftover food and drink from the refrigerator before they spoil.

LUNCH

Teachers should check to see that each child is prepared to eat lunch. If a child is unprepared for lunch, he or she should **call home** to make lunch arrangements. Students that have forgotten their lunch, or have a negative lunch balance, will receive an



“emergency lunch” consisting of a cheese sandwich, a milk, and access to the all-you-can-eat fruit/veggie bar. Once a student has a negative balance, s/he will receive a fun hand stamp as a friendly reminder to parents that lunch funds are needed. Should funding concerns persist, food service will make personal contact with parents or guardians. Parents are expected to reimburse the district for emergency lunches at their earliest convenience.

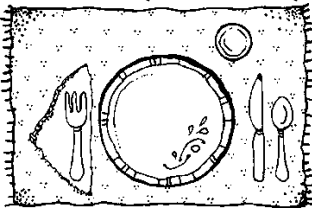
Children can receive free/reduced lunch once a parent has submitted the necessary forms. A new form must be filled out and approved each year. However, if a student received free/reduced lunch last year, s/he may start out with free/reduced lunch for the first two weeks of school.

LUNCHROOM PROCEDURES

Students will enjoy a 30 minutes lunch/recess break consisting of 15 minutes for mealtime and 15 minutes of playtime. Please encourage students to use the bathrooms BEFORE coming to the cafeteria or going outside for recess.

1. Hot lunch students may proceed directly to the kitchen area. The remaining students should proceed to their assigned table.
2. Each classroom should have a cart/bin to transport lunches to/from the cafeteria. Teachers should designate a student to be responsible for the transportation of this cart.

NOTE: Those classes having recess before lunch will store carts/bins against the wall just outside the cafeteria. The student helper will return the cart/bin to his/her room after lunch.



3. Students are not to return to their classroom during lunch without permission of, and supervision by, a staff member.
4. Teachers and duty personnel should be **prompt** when dropping off and picking up students.
5. Proper manners are to be used at all times.
6. Due to abundant allergies, food is not to be shared.
7. Students have assigned seats.

8. Quiet voices will be used at all times.
9. Students may not leave their seat without permission.
10. If food or milk is spilled, the student should raise his/her hand and a duty supervisor, or custodian, will offer assistance.
11. When students have completed lunch and cleaned up around themselves, they should wait to be dismissed.
12. Once outside, students **MAY NOT** return inside the building without direct permission.
13. Unless specified with a written note (preferably from a doctor), students are to participate in recess.

MEDICATION

It is the policy of the Eugene 4j School District to cooperate with parents to 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.

Fieldtrip 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.

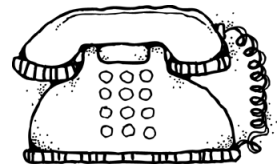
3. **Review all incoming medication and health information** for overnight fieldtrips, if received at least one week prior to the trip.

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 and followed procedures.**

MESSAGES

All staff should check mailboxes before school, during lunch, and after school at a minimum. **All telephone messages will be sent via email, or voice mail, except for emergencies.**



Email should be checked throughout the day. All staff should check voice mail at least once per day.

MONEY OR VALUABLES

Teachers are reminded **NOT** to leave money, purses, or valuables in desks, files or rooms unattended. **Any school district, organizational or pupil funds that are collected in accordance with Board of Education should be deposited in the office at the end of the day. Do not leave collected money in a classroom. Teachers should not take this money home.** Under no circumstances are teachers to place school monies into a personal checking account or to open a bank account for any school-related project. Teachers need to bring collected money to the office to be stored for safekeeping.

NOON HOUR

The noon lunch period is 30 minutes for classroom teachers, which is duty free. Duty personnel will supervise students in the lunchroom and on the playground. It is the teacher's responsibility to see that his/her class is well versed in health, safety, and playground rules.

After lunch, Duty personnel are no longer responsible for the class. Teachers are expected to promptly pick students up from either the cafeteria or playground when the lunch period ends. Similarly, Duty personnel should arrive promptly to his/her designated supervisory areas so that students and teachers can enjoy their full break.



PASSES

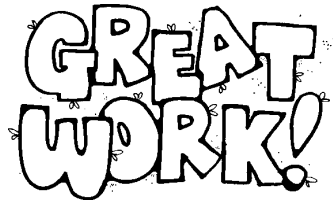
Unsupervised students need a pass from the teacher when they leave the classroom. Feel free to be creative. Design a pass unique to your classroom that does not require you to stop instruction to write a pass. Students will be given a pass from the office when they are returning to class should they not have one.

PERSONAL DAYS

Personal Days must be pre-approved by the principal prior to taking the time off. Requests must be made no later than the day before a leave request, unless extenuating circumstances exist.

POSITIVE BEHAVIOR SUPPORT (PBS)

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 are typically taught by our Duty personnel, with support from classroom teachers. Please see the Howard Elementary School rules grid below for specific school rules. The grid describes Safe, Kind, and Responsible behavior in each learning environment. Also, see the lesson plans used for teaching the expectations in each of the learning environments at the beginning of the school year. The first week, or two, of school ends with a PBS Assembly, which reinforces the three school rules: Be Safe, Be Kind, Be Responsible. Throughout the year, the expectations are reviewed and practiced.



Along with our PBS program we support students in other ways. We use Second Step social skills training. Second Step is a nationally recognized problem-solving program. It uses large photographs of situations and discussion prompts to explore options for problem solving, ways of controlling impulses, how to be empathetic to others, and also ways of managing anger. We teach Second Step at all grade levels.

Howard Elementary School Rules

Learning Environment	Be Safe	Be Kind	Be Responsible
Playground	<ul style="list-style-type: none"> Follow game rules. Play Gently. Use equipment appropriately. Stay within designated boundaries. What's on the ground, stays on the ground. Report unsafe people or equipment. 	<ul style="list-style-type: none"> Play fairly & include everyone. Share equipment. Use appropriate & friendly language. Hands & Feet to self Use respectful tone of voice. Be respectful to adults. 	<ul style="list-style-type: none"> Follow adult directions. Put equipment away. Toys & Food stay in the classroom. Respond to the whistle. Get permission to leave playground.
Hallways- Breezeways	<ul style="list-style-type: none"> Walk facing forward. Walk on the right. Keep line straight. Let others pass. 	<ul style="list-style-type: none"> Inside/Silent voices & feet. Use appropriate & friendly language Hold door for person behind you. Hands & Feet to self. 	<ul style="list-style-type: none"> Follow adult directions. Go straight to where you're going.
Assemblies	<ul style="list-style-type: none"> Walk & sit facing forward. Keep space between you and others. Stay with your class. 	<ul style="list-style-type: none"> Be silent during presentation. Hands & Feet to self. Be a good audience. 	<ul style="list-style-type: none"> Follow adult directions. Listen to presenter.
Cafeteria	<ul style="list-style-type: none"> Always walk. Carry tray with two hands. Use utensils appropriately. Feet on floor, bottom on bench, facing table Eat your own food. 	<ul style="list-style-type: none"> Use inside voice. Use appropriate & friendly language. Stay in line and wait patiently. Hands & Feet to self. Use respectful tone of voice. Be respectful to adults. 	<ul style="list-style-type: none"> Follow adult directions. Ignore inappropriate behaviors. Keep tickets neat. Raise hands for help. Eat Politely. Leave your area clean. Wait to be excused. Hats put away.
Bathrooms	<ul style="list-style-type: none"> Use toilet, sink, and urinals appropriately. Get permission to use bathroom. 	<ul style="list-style-type: none"> Respect other's privacy. Use inside voice. 	<ul style="list-style-type: none"> Flush, wash, & leave. Use towels & toilet paper responsibly. Leave bathroom area clean & dry. Tell an adult about any problems.
Computer Lab	<ul style="list-style-type: none"> Sit the right way. Walk in lab. 	<ul style="list-style-type: none"> Hands & Feet to self. Share & take turns. Use appropriate & friendly language. Use inside voice. 	<ul style="list-style-type: none"> Use equipment/materials responsibly. Follow adult directions. Clean up after yourself. Put materials away.
Gym	<ul style="list-style-type: none"> Sit the right way. Follow game rules. Play Gently. Use equipment appropriately. Report unsafe people or equipment. 	<ul style="list-style-type: none"> Hands & Feet to self. Share & take turns. Use appropriate & friendly language. Use inside voice. Encourage others. 	<ul style="list-style-type: none"> Use equipment/materials responsibly. Follow adult directions. Clean up after yourself. Put materials away.
Library	<ul style="list-style-type: none"> Sit the right way. Walk in the library. 	<ul style="list-style-type: none"> Hands & Feet to self. Share & take turns. Use appropriate & friendly language. Be respectful to adults. Use inside voice. 	<ul style="list-style-type: none"> Use equipment/materials responsibly. Follow adult directions. Clean up after yourself. Put materials away. Act appropriately in line. Hate put away.
Inside Recess	<ul style="list-style-type: none"> Follow game rules. Use materials appropriately. Stay in the classroom. 	<ul style="list-style-type: none"> Play fairly & include everyone. Share materials. Use appropriate & friendly language. Hands & Feet to self. Use respectful tone of voice. Use inside voice. 	<ul style="list-style-type: none"> Follow adult directions. Put materials away. Get permission to leave classroom. Respond to adult signal.
Arrival- Dismissal	<ul style="list-style-type: none"> Use crosswalk. Hands & Feet to self. Upon arrival, walk straight to where you are expected. After school, walk straight to where you are expected. 	<ul style="list-style-type: none"> Use appropriate & friendly language. Hold door for person behind you. Hands & Feet to self. 	<ul style="list-style-type: none"> Follow adult directions. Use bikes, skateboards, scooters, etc... responsibly.

*All rules also apply to before and after school activities.

Students Engaging in Appropriate Behavior BEEP BEEPs

With PBS, we focus on the positive and invest time explicitly teaching students our expectations. Students spend time, during the first two weeks of school, learning what behaviors are appropriate as they relate to our three school wide rules: Be Safe, Be Kind, Be Responsible. They are then introduced to our friendly BEEP BEEPs. Although we believe that doing what is right is, and should be, satisfying in itself, elementary-age children enjoy some external recognition when they are doing what they are supposed to do. BEEP BEEPs are one way staff members recognize students who are making responsible choices. In addition to individual BEEP BEEPs, classrooms can earn class BEEP BEEPs. Classrooms often set a goal to earn a given number of BEEP BEEPs with a class reward celebrating their success.

When students receive BEEP BEEPs, they take them to their homeroom where teachers do weekly drawings for fun prizes. Each classroom has a pocket chart for students to display their blue slips. Once a week, teachers will take down all of the blue slips and hold a class drawing.

In addition to classroom recognition, there is a weekly drawing in the office for each classroom. Office prizes are often more prestigious and winners are announced over the PA. For these drawings, teachers send their class BEEP BEEP jar to the office. After the office drawing, slips are returned to the classroom for students to take home.

PBS Assemblies

PBS assemblies are held every 6-8 weeks and recognize students for exhibiting appropriate behavior. Each assembly has a theme and student recognition is based on this theme. Assemblies may also include short skits or presentations that teach a lesson, in support of our school rules and/or theme. Parents and/or guardians are invited to join in the celebration.

PBS Lesson Plans

Lessons have been developed for each of the following locations/activities:

Arrival/Dismissal

Assemblies

Bathroom

Cafeteria

Gymnasium

Library

Playground (individual pieces of equipment on the playground, too)

Hallways
Indoor Recess

For each of the lesson locations identified above, do the following:

Introduce the School Location/Activity

1. Ask students to state the three rules. (Be safe. Be kind. Be responsible.)
2. Focus students' attention on the specific area: Today you are going to learn how to be safe, kind and responsible at _____.
3. Find out what students already know about appropriate behavior at _____.

Confirm students' individual responses. Restate their responses positively, if necessary. State which rule(s) it follows (safe, kind, responsible). If students don't mention all of the grid examples, prompt them with questions. Examples:

What kind of voice should you use for _____? (An inside voice, that only the person next to you can hear).

Model the Expectations

1. Model the safe, kind and responsible expectations at _____. Supervisors and students role-play. **See below for examples/non examples for each lesson.**

Ask students to identify how we were being safe, kind and responsible.

2. The teacher role-plays again. The teacher models a mix of appropriate and inappropriate behaviors at _____. **See below for examples/non examples for each lesson.**

Ask students to identify how we were **not** being safe, kind and responsible.

THE CORRECT WAY TO BEHAVIOR DURING ARRIVAL/DISMISSAL

Positive Examples	Negative Examples
Upon arrival or dismissal, walk straight to where you are expected	Not walking straight to where you are expected
Use crosswalk	Not using crosswalk
Use bikes, skateboards, scooters, etc. responsibly	Not using bikes, skateboards, scooters, etc. responsibly
Hold door for person behind you	Not holding door for person behind you
Keep hands and feet to self	Not keeping hands and feet to self
Use appropriate and friendly language	Not using appropriate and friendly language
Follow adult directions	Not following adult directions

THE CORRECT WAY TO ENTER/EXIT AN ASSEMBLY

Positive Examples	Negative Examples
Walk facing forward	Not walking facing forward
Hands and feet to self	Hands and feet not to self
Inside voice	Non inside voice
Keep space between you and other	Not keeping space between you and others
Stay in line and wait patiently	Not standing in line and waiting patiently
Stay with your class	Not staying with your class
Follow adult directions	Not following adult directions

THE CORRECT WAY TO VIEW A PERFORMANCE/PRESENTATION

Positive Examples	Negative Examples
Sit facing forward	Not sitting facing forward
Keep space between you and others	Not keeping space between you and others
Listen to presenter	Not listening to presenter
Keep voice silent during presentation	Not keeping voice silent during presentation
Keep hands and feet to self	Not keeping hands and feet to self
Keep feet quiet	Not keeping feet quiet
Respond with clapping only	Not responding with clapping only
Follow adult directions	Not following adult directions

THE CORRECT WAY TO BEHAVE IN THE BATHROOM

Positive Examples	Negative Examples
Get permission to use the bathroom	Not getting permission to use the bathroom
Use toilet, sink and urinals appropriately	Not using toilet, sink and urinals appropriately
Use towels and toilet paper responsibly	Not using towels and toilet paper responsibly
Flush, wash and leave	Not flushing, washing and leaving
Respect others' privacy	Not respecting others' privacy
Use inside voice	Not using inside voice
Leave bathroom area clean and dry	Not leaving bathroom area clean and dry
Tell an adult about any problems	Not telling an adult about any problems

CAFETERIA EXPECTATIONS

The correct way to stand in line (wait in line)

Positive Examples	Negative Examples
Hands and feet to self	Hands and feet not to self
Inside voice	Non inside voice
Stay in line and wait patiently	Not standing in line and waiting patiently
Keep tickets neat	Not keeping tickets neat
Hats put away	Hats not put away
Use appropriate and friendly language	Not follow adult's direction
Use respectful tone of voice	
Be respectful to adults	

CAFETERIA EXPECTATIONS

The correct way to get condiments and sit down

Positive Examples	Negative Examples
Hands and feet to self	Not walking
Use inside voice	Not carrying tray with two hands
Walking	Feet not on floor, bottom not on bench, not facing forward
Carry tray with two hands	
Feet on floor, bottom on bench, facing forward	

Use appropriate & friendly language	
Use respectful tone of voice	
Be respectful to adults	

CAFETERIA EXPECTATIONS
The correct way to eat your lunch

Positive Examples	Negative Examples
Hands and feet to self	Hands and feet not to self
Using inside voice	Not using inside voice
Use utensils appropriately	Not using utensils appropriately
Feet on floor, bottom on bench, facing forward	Not eating your own food
Eat your own food	Not eating politely
Eat politely	
Raise your hand for help	
Use appropriate & friendly language	
Use respectful tone of voice	
Be respectful	

CAFETERIA EXPECTATIONS
The correct way to get help

Positive Examples	Negative Examples
Stay in your seat	Not staying in your seat
Raise hand for help	Not using appropriate & friendly language
Use appropriate & friendly language	Not using respectful tone of voice
Use respectful tone of voice	Not being respectful to adults
Be respectful to adults	

CAFETERIA EXPECTATIONS
The correct way to recycle and exit the cafeteria

Positive Examples	Negative Examples
Hands and feet to self	Not waiting to be excused
Use inside voice	Not leaving your area clean
Wait to be excused	Not carrying tray using two hands
Leave your area clean	Not staying in line and wait patiently
Carry tray using two hands	Not recycling properly
Stay in line and wait patiently	
Recycle	

Use appropriate & friendly language	
Use respectful tone of voice	
Be respectful to adults	

GYMNASIUM

The correct way to enter the gym

Positive Examples	Negative Examples
Hands and feet to self	Hands and feet not to self
Inside voice	Non inside voice
Hats & coats put away	Hats & coats not put away
Change shoes if necessary	Not changing shoes if needed
Walk to spot (or where teacher directs)	Not walking to spot (or where teacher directs)
Wait patiently for adults directions	Not waiting patiently for adult directions

GYMNASIUM

The correct way to play/work in the gym

Positive Examples	Negative Examples
Follow game rules	Not follow game rules
Play gently	Not playing gently
Use equipment appropriately (safely)	Not using equipment appropriately (safely)
Report unsafe people or equipment	Not reporting unsafe people or equipment
Hands and feet to self	Hands and feet not to self
Share & take turns	Not sharing & taking turns
Use appropriate & friendly language	Not using appropriate & friendly language
Be respectful to adults	Not being respectful to adults
Use inside voice	Not using inside voice
Use equipment/materials responsibly	Not using equipment/materials responsibly
Follow adult directions	Not following adult directions

GYMNASIUM

The correct way to clean-up and line-up

Positive Examples	Negative Examples
Follow adult directions	Not following adult directions
Clean-up after yourself	Not cleaning-up after yourself
Put materials away	Not outing materials away
Hands and feet to self	Hands and feet not to self

HALLWAY/BREEZEWAY

The correct way to walk in line

Positive Examples	Negative Examples
Walk facing forward	Not walking facing forward
Walk on the right	Not walking on the right
Keep line straight	Not keeping the lines straight
Let others pass	Not letting others pass
Use inside/silent voices & feet	Not using inside/silent voices & feet
Use appropriate & friendly language	Not using appropriate & friendly language
Hold door for person behind you	Not holding door for person behind you
Keep hands and feet to self	Not keeping hands and feet to self

INDOOR RECESS

The correct way to act during inside recess

Positive Examples	Negative Examples
Use inside voice	Not using inside voice
Use appropriate & friendly language	Not using appropriate & friendly language
Use materials appropriately	Not using materials appropriately
Follow game rules	Not following game rules
Play fairly & include everyone	Not playing fairly & including everyone
Share materials	Not sharing materials
Keep hands & feet to self	Not keeping hands & feet to self
Use respectful tone of voice	Not using respectful voice
Stay in classroom	Not staying in classroom
Get permission to leave classroom	Not getting permission to leave classroom
Respond to adult signal	Not responding to adult signal
Follow adult directions	Not follow adult directions

Put materials away	Not putting materials away
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LIBRARY

The correct way to enter the library

Positive Examples	Negative Examples
Line-up outside and wait for teacher directions	Not lining-up outside and waiting for teacher directions
Hands & feet to self	Hands & feet not to self
Inside voice	Non inside voice
Sit in chair correctly <ul style="list-style-type: none"> • Chair flat • Bottom on seat • Legs in front • Facing forward 	Not sitting in chair correctly <ul style="list-style-type: none"> • Chair not flat • Bottom not on seat • Legs not in front • Not facing forward
Wait patiently for adult directions	Not waiting patiently for adult directions

LIBRARY

The correct way to browse the library

Positive Examples	Negative Examples
Walk	Not walking
Hands & feet to self	Hands & feet not to self
Inside voice	Non inside voice
Share and take turns at shelves & computers	Not sharing and taking turns at shelves & computers
Use appropriate and friendly language	
Use a self marker	Not using a self marker
Focus on looking for a book	Not focusing on looking for a book

LIBRARY

The correct way to check-out your book(s)

Positive Examples	Negative Examples
Walk to check-out line	
Hands & feet to self	Hands & feet not to self
Inside voice	Non inside voice
Wait patiently	Not waiting patiently
Barcode up	Barcode not up

LIBRARY

The correct things to do after you check-out your book(s)

Positive Examples	Negative Examples
Follow adult directions	Not following adult directions
Hands & feet to self	Hands & feet not to self
Inside/silent voice	Non inside/silent voice

PLAYGROUND

The correct way to GET ON the TIRE SWING

Positive Examples	Negative Examples
Wait your turn, behind the post	Not waiting for your turn and waiting in front of the post where the tire swing swings around
4/5s - no more than 2 riders K-3s - no more than 3 riders	
Feet inside	Feet not inside
Sitting straight	Not sitting straight
	Not hanging on with both hands

TAG GAMES

The correct way to play TAG GAMES

Positive Examples	Negative Examples
Play in grassy area only	Not playing in grassy area (blacktop or woodchip area)
Touch tag only	Non touch tag (pulling clothes, shoving, too rough)
Stay within designated boundaries	Not staying within designated boundaries
Follow game rule	Not following game rules
Play gently	Not playing gently
Report unsafe people or equipment	Not playing fairly and not including everyone
Use appropriate & friendly language	Not using appropriate & friendly language
Use respectful tone of voice	Not using respectful tone of voice

PLAYING WITH BALLS

The correct way to play KICKBALL/SOCCER/WALL BALL

Positive Examples	Negative Examples
Soccer in grassy area only	Not playing in grassy area
Kickball in ball courts • Wall outside the covered area • Wall by the quad • The two walls by the first grade wing	Not playing kickball in covered area and ball courts
Use only soccer balls for kicking	Kicking rubber balls
Stay within designated boundaries	Not staying within designated boundaries
On the playground, only kick soccer balls below your waist	Kicking soccer balls above your waist, while on the playground
Follow game rules	Not following game rules
Play gently	Not playing gently
Report unsafe people or equipment	Not reporting unsafe people or equipment
Play fairly and include everyone	Not playing fairly and include everyone
Use appropriate & friendly language	Not using appropriate & friendly language
Use respectful tone of voice	Not using respectful tone of voice

CLIMBER/JUNGLE GYM/CATERPILLAR

The correct way to use the CLIMBER/JUNGLE GYM/CATERPILLAR

Positive Examples	Negative Examples
Play safely onto the structure	Not climbing safely onto the structure
Hanging in bars with hands only	Not hanging by hands (hanging by knees)
Hands & Feet to self	Hands & Feet not to self
Sitting on bars is okay	Standing on top of bars
Climb off of the structure	Jumping off of the structure

PLAY STRUCTURE

The correct way to use the PLAY STRUCTURE

Positive Examples	Negative Examples
Climb safely onto the structure	Not climbing safely onto the structure
Walking safely	Running, not walking safely
CLIMB OFF the structure	Jumping off of the structure
Hands to self	Hands & Feet not to self

Use appropriate & friendly language	Not using appropriate & friendly language
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SLIDE

The correct way to use the SLIDE TUBE

Positive Examples	Negative Examples
Wait your turn	Not waiting your turn
Slide from top to bottom only	Going up the slide
Slide in sitting position, feet first	Not sliding in sitting position, feet first

PLAYGROUND

The correct was to PUSH the TIRE SWING

Positive Examples	Negative Examples
Pushers ask riders if they want spun	Pusher not asking riders if they want spun
Pushers must stand back after pushing	Pushers not standing back after pushing

PLAYGROUND

The correct way to GET OFF the TIRE SWING

Positive Examples	Negative Examples
Wait until the tire swing has stopped to get off	Not waiting until the tire swing has stopped to get off
After swinging your turn is over. Get off for the next person in line to get on.	Not getting off for the next person in line to get on when your turn is over

SWINGS

The correct way to GET ON the SWINGS

Positive Examples	Negative Examples
Wait your turn	Not waiting your turn
Sitting in swings only	Not sitting in swings (ie. on stomach)
Sit facing forward	Not sitting facing forward
Stay clear of swings, if not swinging	Not staying clear of swings, if not swinging

SWINGS

The correct way to USE the Swings

Positive Examples	Negative Examples
Swinging without anyone else's help	Having someone push you
Stopping before getting off	Jumping off while swinging
Swing forward & back only	Not swinging forward & back (side to side, twisting)

Reminders for teaching expectations with positive and negative examples:

- Use a range of positive examples to teach
- Use negative examples to clarify the difference between appropriate and inappropriate behaviors

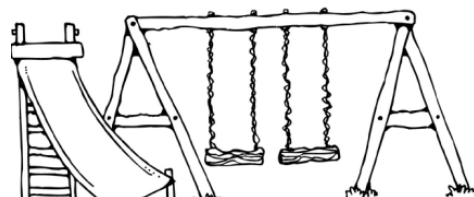
General Playground Guidelines

- Follow game rules
- Play gently
- Use equipment appropriately
- Stay within designated boundaries
- What's on the ground, stays on the ground
- Report unsafe people or equipment
- Share equipment
- Play fairly and include everyone
- Use appropriate and friendly language
- Hands and feet to self
- Be respectful to adults
- Follow adult directions
- Put equipment away
- Toys and food are not allowed on the playground
- Respond to the whistle/bell

PROFFESIONAL DEVELOPMENT/CONFERENCES

All staff is encouraged to continue their professional growth by attending workshops, classes, seminars, trainings, etc. Please understand that economic factors will influence the school's ability to assist with costs associated with professional development activities. Sharing what you have learned is important in helping the entire staff grow. Please plan on relaying the highlights of your experience during a subsequent staff and/or team meeting.

RECESS



Duty personnel will supervise students during lunch and AM/PM recesses. Teachers are responsible for the safety of students, for student discipline, and for any injuries that should occur during additional recess periods. Any unscheduled outdoor activities should be for a maximum of 15 minutes. Teachers need to inform the office of unscheduled outdoor activities and should take a walkie talkie with them while outdoors.

REQUISITIONS AND REIMBURSEMENTS

All materials that are purchased for classroom use must follow these procedures:

1. The teacher must fill out a *Requisition Request* form to be submitted to the school secretary;
2. The request will be submitted to the business office for approval;
3. The business office will submit the purchase order to the company for purchase;
4. Purchase orders will be processed monthly.

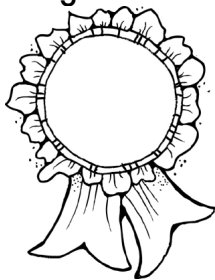
Teachers may not order items w/o the principal's approval if school/district funds are to be used.

For Purchases Made Without a Purchase Order (this should be the exception)

1. The teacher must fill out a *Check Request* form;
2. Attached all receipts to the form and submit to the school secretary;
3. The request will be submitted to the business office for the allocation of funds.

RECOGNITION (Student)

In addition to praise and positive reinforcement, students can receive recognition for excellent behavior in the following ways:



- **"Be Good for a Sub"** - school wide; behavior while a guest teacher is in the classroom for a full day. The substitute records the names of excellent students. Upon the teachers return, s/he draws one name to receive a Subway sandwich coupon.
- **Beep Beep's**: school-wide; staff are invited to give students Beep Beeps for special recognition of their choosing. Beep Beeps are placed in classroom jars and a drawing is held weekly (the last day of the week at approx. 1:55). Winners

- come to the office and receive a small trinket.
- **Ship Shape Desk Award:** school-wide; one day a week, a number will be drawn during morning announcements. A student in each class, who represents this number, will have their desk checked by the classroom teacher. If the desk is ship shape (neat and organized), s/he will receive an award.
- **Caring Majority:** school-wide; all staff can utilize this program to recognize exemplary behavior. Students who go well above and beyond what is expected in supporting other students who may be feeling left out, bullied, etc. Their picture is displayed in the hallway and a special letter is sent home.
- **"I Read to the Principal":** school-wide; teachers are invited to send students to the office to read a passage, or a personal composition, to the principal. Students enjoy the attention, plus they leave with a trinket and a note.
- **Roadrunner Assemblies:** school-wide; every 6-8 weeks, our Positive Behavior Support team hosts an assembly at which teachers recognize students for exhibiting behaviors that support our monthly themes. Invitations are sent home to parents so they can enjoy the recognition as well. Monthly themes are posted throughout the school and are shared, periodically, during AM announcements.
- **Student Birthday Lunches w/Principal:** school-wide; each month, the principal hosts a special lunch for those students celebrating birthdays. A healthy snack and a birthday pencil are shared, along with time visiting with the principal.

We are exploring the following recognition for students:

- **Perfect Attendance** (no absences, tardies, or early dismissals) – school wide; to be done at the end of the year
- **Excellent Attendance** (student is allowed up to 4 "infractions" on their attendance record including absences, tardies, and/or early dismissals) – school wide; to be done at the end of the year

ROOM PARTIES & GIFTS

Celebrations are a memorable part of a child's school experience. However, to keep interruptions to the instructional program at a minimum, Howard parties (in general) will be held from 12:45-1:45 PM with clean up and

preparation for dismissal occurring between 1:45-2:05 PM. Here are some general party guidelines:

1. Parties are held at Halloween, Winter Holiday, and Valentine's Day;
2. Teachers may add an end-of-the year party;
3. Room parents organize parties with input from teachers;
4. Healthy snacks should be encouraged keeping sugary treats to a minimum (the district Wellness Policy should be followed);
5. Be aware of allergies;
6. Food should be store bought (NO homemade items);
7. Avoid colored drinks, especially red beverages ~ water is a healthy alternative
8. The exchange of gifts among students is discouraged;
9. Teachers may give their students a small gift;
10. The making of gifts for parents at school will be left to the discretion of each teacher;
11. The classroom should be cleaned up before dismissal.



SEVERE THUNDERSTORMS

There is no alarm signal indicating a severe storm. The P.A. system, or email, will be used to keep staff members informed.

Class time should be used to discuss the following:

- loose or downed electrical wires
- danger from lightening



If a storm occurs at a dismissal time, students may be held until the danger has passed.

SNACKS

Snacks are left to the teacher's discretion, based on the needs of students. Individual students can bring snacks or teachers can request parents donate non-perishable items to be shared with the entire class. As always, be aware of food allergies and the nutritional value of the snacks being consumed. Remember, the 4j Wellness Policy when considering snacks for the classroom. Snacks should be stored in securely sealed containers to avoid critters.

IMPORTANT: As per food service regulations, snacks cannot be offered to students an hour before/after the school lunch program. This includes organizing classroom lunch celebrations (pizza parties, for example).



STAFF/TEAM MEETINGS

Staff/Team meetings will be held two Tuesdays a month from 2:30PM-3:30PM. Other building meetings will be held on Thursdays. Please do your best to avoid scheduling classes or appointments during these times. It may be necessary to hold additional meetings, depending on need.

STUDENT DAY

Grades 1st-5th

Start Time: 7:55 AM
AM Recess: 15 minutes
Lunch: 30 minutes (15 minute lunch/15 minute recess)
Dismissal: 2:05 PM (1:05 on Wednesdays)



Half Day Kindergarten

AM Session: 7:55 AM
Lunch: 30 minutes (15 minute lunch/15 minunte recess)
Dismissal: 12:05 PM (11:35 on Wednesdays)
Extended Day: 7:55 AM-12:35 PM (no extended day on Wednesdays)
Note: extended day is invitation, only

Students receiving a ride to school should arrive no earlier than 7:25 AM (if they are participating in our breakfast program) and no earlier than 7:45, otherwise... five minutes before the bell rings to report to class.

STUDENT PROGRESS, PROMOTION, and RETENTION

Progression through the grades is a matter of academic achievement as well as age, maturation, and social development. Teachers are responsible for reporting to parents the progress of their students throughout the year, especially when students are having difficulty with academic or social development. If there are concerns regarding the promotion of a student, teachers must follow the guidelines outlined with the Eugene 4j School District. Parents and teachers should work together to ensure the continuous academic and social progress of each student.

While retention is rare, if a teacher considers retaining a student, a timeline must be created and followed with the first action taking place no later than the end of the first semester. This early notification and intervention should result in a concerted team effort to avoid retention. Please keep the principal informed of actions on all possible retentions. The Eugene 4j School Board policy regarding Grade Placement IKE 5015 reads as follows:

“The Eugene School District recognizes the importance of considering the individual characteristics of each student in determining grade level placement. Ordinarily, students will benefit most by being advanced to the next grade level at the completion of each academic year. The building principal should seek agreement among the various parties when there is a need to examine some departure from the usual practice of an annual promotion. When agreement cannot be reached, the principal has the authority to determine grade level placement. Parents may appeal a decision made at the building level to the appropriate director, or superintendent or designee, whose decision is final. (The director will serve as the school board’s appointee under ORS343.165.)”

STUDENT SUPPLIES

Teachers update a student supply list in May, for the following year’s students. **These lists are posted on our website and included in our annual Welcome packet.** When developing this list, please be sensitive to the cost of supplies and the length of the list.



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 Howard’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/ODR 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
 - i. Monitored through SWIS – CICO SWIS
 - c. Intermediate Level Classroom Support Plan
 - d. Minimum 6 weeks intervention
 - i. Analyze Data every 2 weeks
 - ii. After 6 weeks Decision Making
 1. Continue plan
 2. Modify plan
 3. Conduct a Functional Behavior Assessment and create a Functional Behavior Support Plan (BSP)
 4. Begin Tier 3 Level Support
- III. Tier 3 - Function Based Support Plan**
 - a. Parents are notified of move to Tier 3, modifications to the plan, progress during implementation, and if the plan is discontinued
 - b. Functional Behavior Support
 - i. Created with parent, classroom teacher and Case Manager(s)
 1. Counselor, principal, special education teacher and/or school psychologist may also be involved in creation of the BSP
 - c. Minimum of 12 weeks intervention (Tier 2 and Tier 3)
 - 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

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.

IIPM Services at Howard

- I. **Tier 1- Comprehensive Core Reading Instruction**
 - a. 60 minutes daily
 - b. Houghton Mifflin Reading Curriculum

- II. **Tier 2- Comprehensive Core Reading with Differentiation**
 - a. 30 minutes daily
 - b. All student below 20thile are progress monitored every 2 weeks
 - i. Students below the 30thile may be progress monitored if there are specific concerns
 - c. Students scoring below the 20thile receive an intervention
 - i. Interventions may be provided in the general education classroom, Title Room, or Learning Center
 - 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

III. Tier 3- Targeted Instructional Intervention with Progress Monitoring

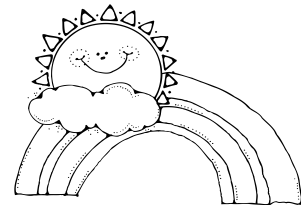
- a. Minimum of 60 minutes per week
- b. Instruction matched to student needs in small groups
- c. Some students will begin Tier 3 and Tier 2 simultaneously
 - i. This will be based on student needs and space available
 - ii. Interventions may be provided in the general education classroom, Title Room, or Learning Center
- d. Parents are notified when students enter or exit Tier 3 or when the intervention is modified
- e. Minimum of 6 weeks Tier 3 instruction
 - i. 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

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 counselor is the 504 Coordinator. If you wish to place a student on a 504 Plan, see the principal, or school counselor, for details and information.

SOCIAL FUND

Staff members are invited to donate funds to promote staff celebrations and/or offer support to staff in times of personal need.



SUBSTITUTES

If a teacher is going to be absent, s/he should arrange for his/her own substitute by utilizing AESOP, the district substitute program. Please contact AESOP **EARLY** to make substitute arrangements. It is also recommended that you make personal contact with the substitute teacher to confirm their

acceptance of the job and share any pertinent information you feel may be necessary. If it is too late to report an absence and schedule a substitute, please call the school office immediately. For complete instructions for AESOP (both classified and certified), please visit the 4j website at www.4j.lane.edu/hr/employeeinstructionslicen.

SUPERVISION OF STUDENTS

Teachers are legally responsible for the supervision of their students. Please do not leave students unattended at any time.

If a student must stay indoors for lunch recess (written note required; doctor's note preferred), teachers should make arrangements for the child to be supervised by a staff member during this time.

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.

Howard's Philosophy: Howard 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 our 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 Howard. During the 2nd grade year, all students are screened for TAG eligibility. In subsequent years, requests for TAG testing may be made at any time by teachers, parents, peers, or may even be requested by the student.

Teacher Referral Process

1. Contact the building TAG Coordinator.
2. Fill out the *TAG Behavioral Checklist* form. Have the parents of the potential TAG students fill out the *TAG Behavioral Checklist*. 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. All 2nd grade students will take the RAVEN test during the year, administered by the classroom teacher.
4. Teachers gather work samples, test scores, and other substantiating data.

5. 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.
6. When the results of the assessment are available, the TAG Coordinator will:
 - a. Begin a green TAG folder if the child has scored 97%, or above, in one area, filling in the necessary information.
 - 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*. 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, the TAG Coordinator and teacher will meet to decide whether to identify student.
6. When both checklists are returned to the TAG Coordinator, s/he will meet with the classroom teacher and principal to determine next steps.
7. 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 green 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 process 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.

TEACHER HOURS

Generally, teacher hours are from 7:30 AM to 3:30 PM, unless prior arrangements are made with the principal.

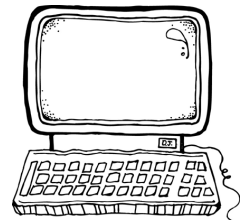
TECHNOLOGY PLAN

Howard's Technology Plan can be found on both our Wiki and our website. We have a Technology Leadership Team that developed this plan, in the spring of 2010, and is charged with monitoring the goals imbedded within the plan AND any other related technology issues that may arise.

Apple Distinguished School: Since 2008, Howard has been recognized as an Apple Distinguished School. Consequently, for the past several years, we have hosted "Apple" visits in which guests have come to observe how we incorporate technology into everyday teaching and learning. As such, we can expect continued visitors as we showcase our advancements with digital tools.

TECHNOLOGY USE

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



Sending Laptops Home: Grade level teams will make a group agreement as to when, and for how many days, students will take laptops home. In addition, families/students must meet the pre-requisites necessary prior to being eligible to take a laptop home. Sending laptops home are for the purposes of extending learning, not for entertainment, leisure, or personal activities. Charging cables should NOT be sent home. Honoring the team/school group agreements are both expected and appreciated.

Cleaning of Laptops: At least twice, yearly (before winter break and at the end of the school year) students should clean their laptops. However, should laptops become visibly dirty, leading students in a cleaning exercise is highly recommended. Our technology specialist provides each teacher with a cleaning kit at the beginning of each school year.

TELEPHONE USE (Staff)

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.

TELEPHONE USE (Students)

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 CHECKS

Criminal Background Check must be completed 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.



I have read and understand Howard's 2012-2013 Howard Staff Handbook

Date: _____

Name: _____

Signature: _____

**Please submit no later than
September 30, 2012.**

