

Outlook Elementary School



Staff Handbook

Welcome Back!

In addition to our district employee handbook we have compiled a staff handbook specific to Outlook Elementary. We hope that the information herein is both useful and helpful and that everyone has a fantastic year!

Staff workday

Certified

7 hrs. + 30 min. unpaid lunch

Classified

6-7 hrs. ; including 15 min. am and 15 min. pm break, + 30 min. unpaid lunch

Closed Campus;

We ask that staff stay within the grounds during break, prep and lunch. If you need to leave the school area, please let an administrator know.

PROFESSIONAL DRESS

Professional attire is expected for para-educators, support staff, and teachers. Maintaining a professional look helps to establish a more professional culture. Please do not wear jeans, low cut shirts, skirts or attire that may be provocative or suggestive.

BEFORE AND AFTER SCHOOL

WAC 180-44-050 Regulatory provisions relating to RCW 28A.305.130(6) and 28A.600.010 -- School day as related to the teacher.(1) Teachers and other certificated personnel are required to be at their respective schools for the benefit of pupils and patrons at least thirty minutes before the opening of school in the morning and at least thirty minutes after the closing of school in the afternoon.

(2) A district may apply for a waiver from the provisions of this section. The state board may grant a waiver if the district demonstrates the need for the waiver by meeting the procedural criteria of developing a local plan which identifies: The rationale and justification for the need for the waiver; an explicit statement as to how the “before and after” thirty minutes will be reallocated, and district assurance that the reallocated time will be used to enhance the educational program for all students; the goals and objectives, and anticipated outcomes associated with the proposed reallocation.

*A proposal and plan will be addressed at the beginning of the year and an addendum attached that reflects the changes and expectations in regards to before and after school.

2010-2011 Certified staff 8:20-3:50

Classified schedules vary

Staff Absences

Certified staff is expected to use AESOP for scheduling absences/leave. (Please schedule all personal appointments outside of the regular school day whenever possible. If a

doctor, dentist appointment is scheduled during the morning or in the afternoon- please schedule your absence in advance on AESOP. It is easier for everyone involved if arrangements are made in advance rather than trying to pull someone from their regularly scheduled duties/activities to cover.)

In case of an emergency please call the office.

Para-educators please call Anna by 7:45 a.m. if you will be absent.

Email

Everyone is expected to have and communicate via email. We are converting all paper documents into electronic and beginning this year, will be storing files on servers.

PLEASE DO NOT PRINT EMAILS AND POST THEM AROUND THE BUILDING OR IN THE LOUNGES.

Make sure you can access your email from your computer. If you can't or you are having trouble, let us know and we'll get issues resolved☺
Para-educators will have computer workstations located in the workroom and staff room. Lab computers are also available during scheduled breaks and before and after school.

The administration wants email updates about what's happening in your rooms. We would prefer to get them weekly, however, if you can't, we understand. We do expect to have a classroom update every two weeks at a minimum. Your update can be a short paragraph about the unit you're teaching, what's going well, what are the challenges..., and let us know if there's something specific you would like us to see and we'll make it a point to get into your classroom in time.

LESSON PLANS

The administration expects that you have lesson plans that are detailed enough for a substitute to follow. Please keep them a minimum of two days in advance. We will be reviewing plans weekly to learn how we might best support you in the classroom. (Your lesson plan book and class record book will be turned in at the end of the year as part of your check-out process.)

Lesson plans need to include:

1. Starting time (9:10) and dismissal time (3:40)
2. Recess and lunch times
3. One primary objective per lesson
4. Lesson Procedure (lesson, page #'s, Teacher Manual reference)
5. Lesson materials needed
6. 90 min. of reading instruction
7. 70 min. of math instruction
8. 30 min. reading intervention (60 for intensive)

The following items must NOT be identified on plan books;

1. Attendance

2. Restroom breaks
3. Clean up
4. General Housekeeping items

TRANSLATIONS

Please plan ahead when it comes to newsletters and communiqués. Translations are important to communicate with the community. We ask if you need anything translated, send the document in the form of a WORD attachment for approval to Robert or Maria. Please keep in mind that the “turn around” time will vary on the length of the document.

DISCIPLINE

The staff and administration at Outlook Elementary School believe all students are responsible for their own actions and behaviors. This belief is based on the premise that whether or not a child has special challenges to overcome (physical or emotional), (s)he will be expected to demonstrate behavior that is appropriate and respectful to the rights of others. When students do not meet the expectations, staff and administration will try to help them develop ways to make choices that meet these expectations. Our school wide plan is built around the LEARN matrix.

SCHOOL EMPLOYEES AND STUDENT DISCIPLINE: It is the collective responsibility of all administrators, teachers, para-educators, and staff to provide the students of Outlook Elementary School a positive, structured atmosphere that is conducive to learning. This responsibility extends beyond the classroom doors. We are collectively responsible for students in the hallways and on school grounds. **EVERYONE** shares the responsibility of monitoring student conduct.

The classroom teacher is the center of an effective school discipline policy. The teacher will continually emphasize to students and parents the importance of always doing their best and helping others to do their best. The teacher will put more energy into reinforcing success than into punishing failure. The teacher will attempt to help the student make appropriate choices by referring to the behavior expectations. If one procedure or set of procedures does not work to help the child improve behavior, the teacher is encouraged to try something else.

The role of the principal in discipline is three-fold: first, to monitor, revise, and up-date the discipline policies and procedures; second, to help staff implement classroom management and school management techniques; and third, to assist staff with handling severe misbehavior problems. It is not possible for the principal to accept discipline referrals for minor problems. If minor problems are referred to the office, students soon learn that being referred to the office is “no big deal.” To maintain effectiveness of office referrals, they must be used only for severe or recurrent problems.

AN OUNCE OF PREVENTION: The most effective way to handle discipline problems is to prevent them. Good educators use a variety of proactive strategies to set children up for success and to avoid or minimize the potential for

behavior problems:

Recognize appropriate behaviors - classroom reward system, verbal recognition, positive parent contact, etc.

- Teach rules and consequences in advance of problems
- Avoid the void - keep students actively engaged in meaningful learning activities
- Vary the lesson-delivery, style, and activities
- Check the students' level of understanding (both oral and written) and adjust the level of difficulty
- Give public praise (share constructive criticism quietly and privately)
- Have a consistent routine for giving, monitoring, and collecting assignments.
- Teach pacing - break assignments into smaller segments
- Teach to the multiple intelligences
- Try to eliminate interruptions
- Develop strategies to improve students' self-concept. Use peer tutoring
- Use humor (avoid sarcasm)

ROOM RULES: Classroom expectations/Community

Agreements and consequences are to be clearly posted in each classroom. Include both positive and negative consequences. Be sure you teach these expectations to your students on the first day and review them frequently throughout the year. **REMEMBER:** 3 interventions before sending them to the office, unless the offense is on the discipline matrix. Please turn in a copy of your rules and consequences to the office by the end of the first week of school.

DISCIPLINE PROCEDURES: Minor discipline problems are best handles by the teacher and/or person on duty at the time of the incident. In most cases, there is no need to involve the principal at this time. Proper action at this level may include a warning, time out, loss of recess, apologies, conference with the child, phone call home, etc. When possible, you should conference with parents to discuss disciplinary problems before referring the problem to the principal.

As a general policy, teachers are expected to handle their own discipline, using the discipline room within the management plan. If teachers establish and maintain fair and consistent disciplinary practices in their classrooms, they can greatly reduce the frequency of a child visiting the discipline room. If a child is sent to the discipline room a referral slip or form **MUST** accompany the student to the office explaining the purpose for being there.

GUIDELINES FOR DISCIPLINE

- Have a sound constructive plan for the prevention and treatment of behavior problems.
- Post your classroom rule/expectations in clear view. Thoroughly teach (don't just tell) your rules/expectations the first day and reinforce often. Identify the consequences for both positive and negative behaviors.

- When it comes to children's discipline, be assertive, firm, and fair (not necessarily equal).
- Preserve the child's dignity and self-respect. Never subject a child to verbal abuse, lose your temper, or handle a child physically for the purpose of punishment. Corporal punishment will not be used (e.g. push-ups, sit up, running laps, etc.).
- You may hate the behavior, but be sure to love the child.
- Never tolerate poor behavior.
- Bad behavior will only change if you care enough to do something about it.
- Call parents with good news on days when improvement takes place
- Consequences for misbehavior should be logical and balanced against the severity of the misconduct.
- Set up a group or individual reinforcement system. Send the student to the principal or counselor for reinforcement when improvement occurs.
- Expect the best and you will probably receive it.

Student Safety

CHILD ABUSE

Staff is expected to report every instance of suspected child abuse or neglect. Since protection of children is the paramount concern, staff should discuss any suspected evidence with the principal and nurse, regardless of whether the condition is listed among the indicators of abuse or neglect. Staff is reminded of their legal obligation to "make such reports" and of their immunity from potential liability for doing so.

All Lockdown Drills will be conducted as "full lockdown". Once the building has been "locked down" it may be moved to a "secure" or partial lockdown.

Secure Lockdown

A "secure" lockdown is generally called as a precautionary measure in response to an event happening somewhere else in town or in response to information about a possible threat. When a "secure" lockdown is called school continues as usual **within a building**.. All exterior doors are to be locked and exterior blinds are closed. Teachers housed in portables must remain "secured" in their classrooms. **There is no recess during a partial lockdown.** A determination about dismissal will be made by the administration with advisement from the Superintendent and the Chief of Police.

Full Lockdown

A “full lockdown is called in response to a threat in or near the school. This includes intruders within a building. When a “full” lockdown is called, all doors (interior and exterior) must be locked and all windows (interior and exterior must be covered). Lights should be turned off. In the process of locking the interior door, bring any visible student or staff into the nearest classroom as quickly as possible. Students and staff must gather quietly in the corner of the classroom that the teacher determines is the safest. **Do not go look for any students who are not in your room at the time of the lockdown announcement.** A full lockdown ends when an announcement is made to go to partial lockdown status or to return to normal procedures. During the full lockdown, no one will be allowed to enter or exit the building, with the exception of law enforcement and fire personnel.

Crisis Team

The following individuals will report to the assigned areas for duty during a crisis or crisis drill; (Fire/lockdown/missing child)

Office

Sally- office door / office service window

Anna- hallway immediately in front of office and reception area

Amy- nurses office, staff restroom

Claudia- counseling office/third grade wing restrooms

Miranda- counseling office

1st/ 2nd Grade Wing-West

Cory Kingsbury/Kimberly Cook/Saul Marquez

Check west end of hallway and 1st grade restrooms

1st/ 2nd Grade Wing- East

Kay Pettit/Julia Johnston

Check east end of hallway

Hallway connecting Grades 1-2 to 4-5

Colleen Bendzak

David Richter

SLPA

4-5th Grade restrooms/west end of hallway

AM- Leo Gomez PM-Rich Perry

4-5th Grade wing- east end

AM-Leo Gomez PM Terry Burns

Portables- surrounding area

Terry Burns

Main building entry / Area surrounding front of building- Van Belle Rd.

Maria/ Robert/Security

*Claudia (Robert) and Miranda (Maria) will be designated to take Robert and Maria's duties should either/both be absent from building.

Fire Drill Duties

Please check your assigned classes for RED {missing student(s)} and GREEN {all student(s) accounted for} indicator signs. Communicate the name and last known location of the student(s) to administrators.

DPre-K: AM- Kris/Shandee/Laura PM- Kris/Shandee/Laura

5th Grade- Chantile / Heather P.

4th Grade- Dawn Moore/Rich Perry

3rd Grade- Saul Marquez / SLPA

2nd Grade- Kimberly Cook/ Psych

1st Grade- Dusty /Colleen

Sally and Anna will coordinate information reported upon checking red/green cards. Sally will be located by classrooms exiting the building to the west and Anna will be located by classrooms exiting to the east.

Our goal is to have all students and staff accounted for within 5 minutes.

Specialists: (Music, P.E. Art, Lab, Library)

If you have a class at the time of evacuation take them to the area where their class would normally line up and their classroom teacher will meet you there with the class roster and red/green sign.

**Specialists- Psych, Speech, Vision, Nurse, Counselors,
Physical/Occupational Therapists**

Please return children to their regular classroom teacher.