



Dayton Grade School

Staff Handbook

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Professional Responsibilities

Calendar

A shared google calendar will list all meetings and events taking place at Dayton Grade School. Check this frequently, when adding any meetings and events you schedule (i.e. committee mtgs., class evening events, etc.). Please notify the secretary when events need to be added to this calendar and complete a “Building Use –In House” form. (For community and/or evening events.)

Confidentiality

Confidential paperwork(grade and progress reports, disciplinary referrals, etc.) should not be sent to the office via students unless the item is in a sealed envelope. *District policy states that student information is to be used by school personnel only and must not be given to outside parties. An adult staff member should bring highly confidential information to the office.

Copying

The copy machine in the workroom and in the primary and intermediate hallways are for 25 copies or less. Copying through the Print Shop located at the High School is encouraged, and required for more than 25 copies (including 25 copies of many pages!). The request form and box are above the die cut machine in the workroom.

Cumulative Folders

All children enrolled in an Oregon school must have an Oregon Elementary School Cumulative Record Folder. The office will generate a CUM folder as each new student arrives. All CUMs will be stored in the filing cabinets located in the office. Also stored in the filing cabinets are the portfolios of each student that is enrolled at Dayton Grade School.

Please place items in the CUMs in the following order:

1. Picture Card (optional)
2. Permanent Record Card
3. Registration Forms
4. Report Cards
5. Transcripts
6. Group Assessment Results - Both State and District
7. Alternative School Referrals (retain 3 years)

In a separate file, place all portfolio items alphabetically by class behind your class CUMs. Every child must have a portfolio of work in addition to the official school cumulative record. Refer to the Appendix for the updated version of portfolio directions.

At the end of each year, please purge the CUMs of the following items (according to OARs Div. 40 8.1):

- Records of conversations (other than what would show compliance with federal program requirements)
- Parent notes regarding student behavior
- Written behavioral agreements between the student and school
- Detention records
- Bus citations
- Any other written descriptions of minor behavior infractions which would not identify a student for special services

All purged items need to be submitted to the principal for final review and/or destruction.

Document

It is required that teachers use lesson plan books (of some sort) to record lessons planned and taught over the course of the school year. These may be turned in at the close of the school year. It is recommended that teachers use the lesson plan pages/books to document lessons including safety instruction. Safety lessons include teaching character education, school rules, playground rules, manners and all positive behaviors, as well as teaching students those behaviors to avoid and how to respond during safety drills.

Report card comments need to be thoughtfully written, mostly positive and yet accurate. Negative factors (i.e., poor attendance) and/or traits (i.e., has difficulty staying in seat) do need to be communicated to parents. Yet the report card is a formal document which has many uses and is often kept over a period of years. Therefore, it is important to word comments carefully and date each one. It is advisable; and sometimes required, to have another teacher or administrator proofread comments, letters or other written communications before they are sent out.

All parent communication must be in a language the parent understands. Translation requests are located in the vertical file. Communication with parents, certain student behaviors and all student performance must be well documented, too. Grade books, portfolios, report cards and other teacher records constitute professional documentation.

Grading Policy

Documentation is necessary for any grade or comment placed on report card. Midterm progress reports will go to students where there are concerns. Report cards will follow the Semester schedule with conferences at six weeks. Work to inform parents regularly.

Late Start Monday Meetings – 2 Hours

Late Start Monday Meetings will begin promptly at 7:35 AM. Please see Melissa to add items to the agenda. These meetings are a priority so please don't schedule parent conferences, appointments or other meetings at these times.

Mailboxes

Please check your mailbox at least twice a day for messages. Your class time will not be interrupted for phone messages unless it is an emergency.

Retentions *(not recommended)*

Parents must be informed of the possibility of retention early in the year in order to try to remedy the situation. Alert the principal of any concerns prior to discussing retention with a parent. Please document all home-school communications concerning retention. Include dates on all notes. *See retention paperwork in the vertical file.*

Field Trips

Field trips must be connected to the curriculum and provide educational enrichment. School District budgeted funds have been eliminated. The P.T.S.O. does provide some funds for each grade level. Please complete the field trip request form and the estimated cost worksheet and turn in to the office at least two weeks before the trip (earlier is recommended). Be sure to check with the office to see if you have a student that takes medication. Teachers must review all bus rules and procedures before each field trip. All field trip requests must be turned in to the office on or before the spending cut-off each year.

Attendance must be taken for each class before the bus moves every trip. A class list will be generated for you the morning of your field trip. Please be sure to take this list with you to take roll call before returning back to school. If a parent takes their own student home from the field trip they must sign their student out on the class list beside their child's name.

Classroom Pets

Classroom pets may enhance or detract from student achievement depending upon many factors including how they are cared for, and how having the pet is connected to the curriculum. All school pets must be approved before they are allowed at school. Complete a Classroom Pet License form located in the vertical file. Pets are not allowed in a classroom if any child in the class has a significant allergy to the pet. Caged pets must be kept in cages. Please do not allow them to run in the classroom.

Visiting Pets

Pets belonging to staff members or students may be allowed brief visits at school with prior permission, and provided the visit has specific education purposes. Venomous creatures are not allowed at any time. Pets must be supervised and contained (by an adult who knows the animal) and may stay for 30 minutes or less.

The Learning Environment

Lesson Plans - There are three main purposes for lesson plans:

1. To allow substitutes to be able to ensure the safety of children in your classroom. Please add any behavior plan/safety plan in effect to your sub folder. Also include a reminder to review emergency procedures/clipboard at the beginning of the day. It is the duty of the substitute to understand these instructions and know who to contact with questions. Please leave the substitute with a few options of people to contact.
2. To keep one's teaching on track with the curriculum (i.e. to assure all areas are taught and assessed in a meaningful and efficient manner!)

3. To allow substitutes to be able to step in and keep the class moving in the desired direction. Please make certain that meaningful and easy-to-follow lesson plans are available on your desk 100% of the time. Substitute folders or boxes are recommended.

While lesson plans may not need to be turned in on a regular basis, they may be checked on a random basis.

Materials Organization

Keep the following list of materials on your desk and/or handy for a substitute at all times:

- Lesson plans (including where to locate teaching materials)
- Daily class schedule
- Duty schedule
- Emergency Clipboard (updated and hanging on your wall by exit door)
- How students go home clipboard

Parent Involvement

Parent Partnership

We strongly recommend that all classroom teachers communicate, preferably through telephone calls or face to face visits, with the family of each child in their classroom during the first 2 weeks of school. This initial contact should always have as its goal to communicate something positive that you have observed about this child. This forms the basis for a partnership that will be very valuable to the future success of this student in your classroom. It also is a bonding with the parents that will help throughout the year. Parents need to know they are welcome to come in for a conference anytime (within reason, of course).

Other ways we demonstrate this partnership are the monthly student recognition awards, Pieces of Eight, weekly or monthly class and school newsletters, school programs to which parents are invited, and weekly folders home. Progress reports and report cards are also valuable for this purpose.

Student/Teacher Support Services

Referral for Special Services and Testing Process

An excellent Child Study Team is in place to help you with students having difficulty academically or behaviorally. Please see the Special Education teacher or counselor for information on the process.

Student Expectations and Management

Mediation Program

The Mediation Program can be another resource to you in helping children learn methods to solve interpersonal conflict. Children who are members of the Mediation Team are given an in-depth training in the mediation process, plus have monthly meetings to review skills. Mediations are generally held one day a week and need to be scheduled beforehand. Two

trained mediators will help two to four other students talk through the problem and arrive at an agreement. An adult always supervises mediation.

The mediation agreement does not need to be enforced by staff. If problems continue after mediation, the students can ask for a follow-up session. The exceptions to this are any mediation that involve harassment. If the harassment continues after mediation, staff will need to intervene to stop it.

A request for mediation can be filled out by teachers, students or other building staff. Request forms are available in the office and should be given to the counselor when completed.

PAX

We have implemented the fundamentals of PAX in all classrooms. All students will be expected to be “PAX Leaders” throughout the day. Please reserve time in your first week to complete the vision board process with your class. A “rules roundup” event will be scheduled during the second week of school. This will allow for your class to create their vision board, reaching a common understanding and definition of PAX leader behavior so they can work along with our staff to identify what PAX leaders do on the playground, in the cafeteria, in the library, on the bus, in the hallway and all other areas at school.

Playground Duties

The playground is an active learning environment for students. A major goal of our program is to provide effective supervision of student play and to teach a consistent and logical process of solving problems that promotes respect between students and staff. In addition, there are numerous liability issues facing teachers and the school as we meet our responsibility under the law. These are:

1. Regular inspection of equipment by the Maintenance Director
2. Specific guidelines clearly communicated and consistently enforced
3. Adequate student/staff ratio, proper positioning of staff, enforcement of guidelines and active monitoring
4. First Aid
 - If there is an injury involving the head or back do not allow the injured student to move or get up. Send for the principal so that she can assess the situation.
 - Any injury involving blood should be sent to the office and remember to always carry a blood pathogen pack while on duty for your protection.
 - Any scrapes not involving blood do not need to be sent to the office. Give the student a pass and send them to the restroom to clean up.

Other things to remember about duty assignments:

- Be prompt - especially during the lunch duty to ensure safety and your fellow staff members a 30-minute duty-free lunch.
- Use the Dayton Grace School Expectations and Problem Solving Strategies (for example Kelso’s Choices, GEM or Mind Up).
- Walkie-talkies should be taken out for each intermediate and primary playground.

- Stay spread out so adult supervision covers the entire playground.

You are responsible for your class at all times, except when relieved by an assigned duty teacher. Under no circumstances are children to be released in an area not 'under supervision'. Accompany your class to the playground area to make sure a teacher is on duty. Call the office if your relief is late. You are on duty until the next duty person arrives.

There are several preventive actions that the duty person can take to reduce problems on the playground:

- Be on the playground before the students and check for any unsafe conditions.
- Declare 'off limits' any unsafe conditions.
- Know the playground guidelines and safe use of equipment.
- Keep your eyes moving to all areas of the playground.
- Avoid conversations with students or staff that may interfere with your ability to supervise.
- Go to high risk areas frequently during the duty period.
- Know where the higher risk students are playing.
- Go toward suspicious situations.
- Move around your area.
- Know where your partner is at all times.
- Make sure a duty person is the last one off the playground. Teachers whose room is close to yours should help watch your students until you can arrive to supervise them.
- Have a working radio and fanny pack.

Review procedures:

1. Play safely and responsibly. Behaviors to be taught include:
 - Proper use of playground equipment
 - Procedures to insure that playground balls are not lost
 - Identify specific behaviors that are not safe (Leaving school grounds, jumping off of stairways, etc.)
 - Where to play for certain weather
2. Solve problems using the plan in our guidebook. Each classroom in conjunction with the counselor is expected to teach a problem-solving curriculum. More is said about the curriculums under the "Problem Solving" section of this guide.
3. Include others in your games and let everyone have fun. Behaviors to be taught include:
 - Sharing equipment
 - Taking turns
 - How to handle disagreements in games
 - How to include others in what you are playing
4. Respect others and their games by not running through or interrupting them. Behaviors to be taught include:
 - Walking or running around the playing court.
5. Line up immediately when the bell rings. Behaviors to be taught include:

- Stopping
- Going immediately to the designated area to line up
- Lining up safely and quietly
- Waiting for their teacher to walk into the building

Teachers should go to the playground at the end of recess to escort their class into the building. Please model promptness for your class.

Student Recognition Program

Dayton Grade School staff will make an ongoing effort to recognize student behavior that contributes to a positive and ethical school climate. An important part of this effort is, the Pieces of Eight and monthly student recognition awards. Students who have shown improvement in either academic skills or social skills will receive a Pirates Gold award for this effort. Last year almost every student received this honor at sometime during the year.

Also, students from each class will receive Student of the Month awards. These awards are given to students who have shown learning and growth in the following life skills:

- Responsibility
- Integrity
- Service
- Courage
- Respect
- Humility
- Honesty
- Forgiveness

Teachers will spend time during their guidance lessons teaching the value and ways to demonstrate these life skills.

Rainy Day Lunch Recess

A Specific Schedule will be provided

- Students may have a choice of activities depending on grade level and assigned location.
- Students may also choose to stay outside or play under play shed. *(Students may only play in the rain with a waterproof jacket and hood or umbrella.*
- Students may not go back and forth.

Building/Office Procedures

Attendance

Daily attendance will be done in the classrooms by the teachers on E-School. This will be done on your classroom computer. All absences/tardies must be inputted by 8:45 AM Tuesday-Friday, 10:45 AM on Late Start Mondays.

When a student is absent for ten consecutive days, that student will be withdrawn from the school. If the student returns to class, send student directly to the office. The attendance secretary will re-enroll the student.

When a new student comes to your class a copy of the registration form will be placed in your box usually before the student arrives in your classroom. When the CUM folder arrives we will put a note in your box to let you know it has arrived and that it has been filed.

As soon as you know that a student is leaving the school, please notify the office. When a request is received for the student's records, you will receive a notice from the office to update all of the student's CUM records and bring them to the office. At the end of each grading period, an attendance report for that period will be provided for each classroom. This report contains absence and tardy information to be placed on report cards.

Absences Procedures

Teachers and administrators will work together to reduce student absences at Dayton Grade School. Teachers are asked to make a personal phone call home when a student is absent when the absence is unexplained or there has been no contact from the parent about the absence. Based on the information the teacher receives, the teacher will then follow the Attendance Flowchart to monitor continued absences. The goal of our attendance program is for students to have an attendance rate of 94% or better. This program is intended to increase regular attendance by all students, and change the behavior of students with sporadic or patterns of absences.

Our focus on attendance was initiated after looking at some national statistics around attendance. Students who are frequently absent in preschool and kindergarten have a greater likelihood of continued poor attendance in later grades and are more likely to be behind in reading and math levels. According to Attendance Works, a webpage for reducing chronic absences, "research shows that missing 10 percent of the school year, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month." Missing 10 percent of the school year or two days per month is being chronically absent.

Consecutive absences due to family vacation or illness are considered in a case by case basis by the attendance team, the classroom teacher, counselor and administrator. In general, if the student does not continue to miss school, is not at risk academically and there is no concern of a negative pattern of behavior, then the vacation or illness absence will not move the student through the flowchart.

Our program in short requires the classroom teacher to make contact with the parents/guardians at possibly the first absence, definitely the second absence and each absence thereafter (except in the event of vacation and confirmed illness). A letter will be sent to parents of yellow and red students. Through a team decision with the classroom teacher, a support plan will be created to positively impact the student.

Tardies

If a student arrives in the classroom after 8:15 AM Tuesday-Friday & 10:15 AM on Mondays, he/she should come to the office for a tardy slip.

Students Leaving School During the Day

Permission must be granted through the office. Students must be signed out by the parent in the office. This is for the safety of every student. Do not release students to anyone before school is out unless you have proof they were released through the office, and make sure that students get home a consistent way. Students must have a note to vary from the routine and it must be stamped by the office.

Custodians and Work Orders

One custodian will be on duty during the day and one to clean in the evenings. If you need something cleaned up please contact the office. Work orders are available in the vertical file for repair work.

Medical Protocols

All staff need to check the Medical Protocol Notebook at the start of the school year. Please be sure to read through the Medical Protocol book in the office, and sign off after reading.

Equipment and Supplies

Basic supplies are stored in the room adjacent to the office. Please take only what you need. If something is running low or out please indicate on the paper on the wall and the custodian will restock. Please keep the supply room neat and clean and put the handle to the paper cutter down when you are finished. Return all unused supplies to the shelves promptly.

Reimbursements/Requisitions

Each teacher will have \$100.00 for miscellaneous supplies such as stickers, cooking supplies, etc. Classroom teachers will be assigned a PO# that will be referenced on all receipts turned in for the use of the \$100.00. Your receipt should include only school items. Do not submit your grocery receipt with one or two items circled.

No purchase or obligation may be incurred by any staff member unless that expenditure has been authorized in the budget or as may otherwise be permitted by Board action and/or Board policy. No purchase [including purchases from student body funds] will be authorized unless covered by an approved purchase/requisition. (Forms are available in the office.)

Student Body Cash Procedures

Money Held in Vault for Teachers

- Staff members may present a manila envelope to office staff member for placement in vault.
- If money is to be added or taken from the envelope, office personnel will give envelope to staff member.
- The office is not responsible for cash envelope held for safe keeping in the vault.
- Money must be turned in before the office closes each day. Do not keep money in classrooms overnight.

Money Given to Office for Deposit

- The staff member is responsible to inform office staff when all money has been collected and is ready for deposit. Please schedule a time with the secretary to verify the deposit.

- Complete a Summary for Deposits/Cash Received for student body account funds to be deposited.
- Staff member and office personnel will verify deposits/cash together.

Requesting a Check

- Please ask the secretary for a voucher (not a requisition). Complete the voucher, attaching a bill or invoice.
- Voucher needs the principal's approval.
- Allow at least two days for the check to be issued.

Student Body Fund Raisers

We have all-school fundraisers each year - PTSO Pirate Walk and Read-A-Thon. The administrator must approve any other fundraisers you would like to have for your class or for an activity. Any monies needed from Student Body funds will need a voucher filled out in order to receive funds. All fundraisers must be approved prior to any action including advertisement and/or collection of funds. A letter must go home to parents explaining how the funds will be spent. Please complete a Fundraiser Activity Request form and attach a copy of the parent letter.

School Board Policy GBI requires principal approval for funds solicited in the name of the school or district including Go Fund Me or other Internet crowd sourcing activities.

Forms

The vertical file in the workroom holds the following forms. Please refer to the listing posted on the wall next to the file for the location of each form:

- Accident Reports
- Attendance Goals
- Behavior Referral - English
- Behavior Referral - Spanish
- Building Use - In House
- Child Abuse/Neglect Referral
- Classroom Pet License
- Classroom Schedules
- College Coursework
- Conference Expenses
- CST Referrals
- Extra Duty Compensation Request
- Field Trip/Cost Calculation & Walking Field Trip Requests
- Fundraiser Activity Request Form
- Maintenance Work Orders
- Mediation Request
- Mileage Report
- Payroll Advance
- Portfolio Entry Form
- Problem Solving (English)
- Problem Solving (Spanish)

- Professional Growth Reimbursement
- PTSO Grant Requests
- Requisitions
- Retention Packet
- Spanish Family Contact
- Substitute Request/Notice of Absence
- TAG Forms
- Testing Documentation
- Threat Assessment
- Translation Requests
- Video/Film Application

Head Lice

School Staff will refer student to the office for lice checks if they see: 1) Persistent itching or scratching, known exposure to sibling or other close contact with head lice (e.g., seat mate in classroom, locker partners, overnight sleep activities, scouts, etc.), self (student or parent) referral; 2) Three nonrelated cases of head lice in a classroom within 10 consecutive school days mean that all children in the classroom be screened by the following school day; 3) If there is infestation among three percent of the entire student population within 10 consecutive school days, there will be a screening of all students in the school within one week.

School Messenger

School Messenger is a service for parental outreach, emergency broadcasts, student attendance, mealtime fund notices and other communication for education. School Messenger will be used to give parents timely attendance information. Automated calls will go out to parent when students are absent without prior school notification.

No-Release Requests

Some parents request that no information, concerning their child be released to the public. Following registration process each September the office will provide a list of those students to faculty. Please remove the names of all “no-release” students from class lists posted outside the classroom. **Please use only first names (one last initial is okay if needed) when posting class lists.** Remember (this same procedure and) use only first names for those Valentine lists, too! Be sure to check with the office if you have any questions about these students.

Photographs at Dayton Grade School

Students may not take pictures of other children at school unless they have prior permission from the classroom teacher. Some children are on a confidential restricted list and may not have any photographs taken at school. Teachers are responsible for keeping track of that information. This restriction is for everyone’s safety and privacy.

Opt-Out Procedure

Parents may request that their own children do not participate in lessons that contradict particular family values or beliefs. This happens at our school occasionally during lessons for AIDs and/or human development. There may be other social studies, health or science lessons that apply to this practice, as well.

Parents must make this request in writing, a simple note will do. Teachers need to respond back to the parent by phone or note to let them know the request was received. Then DGS staff will proceed by the following procedure:

1. Teacher will give a copy of the note to office staff.
2. Teacher will give office dates and times of all lessons in the unit.
3. Teacher will arrange for alternate work for the child to complete in another classroom.
4. Child will report to the office before reporting to the next classroom.

Obviously, under these circumstances, every effort should be made to reassure the child that he or she is not in trouble or making anyone unhappy. Arrangements and procedures need to be carried out in a matter-of-fact manner.

Each child needs to have the benefit of at least one face-to-face parent + teacher conference each year. Parents need to also be invited to meetings of the Child Study Team at which their child will be discussed.

Sending Students to the Office

Send a note with a child, or call office to tell why a child is being sent to the office and for how long.

Staff Room

Please check with office before scheduling classes or testing in staff room.

Student Teachers (Volunteers, Interns, Etc.)

Begin all student teachers' experiences with a thorough discussion of safety, supervision and classroom management.

