

How Russell Works

Russell Elementary Staff Handbook
2017-2018

Russell's School Mission & Vision

Mission:

Learn & Grow Together

Vision:

At Russell, we empower every student to become a lifelong learner by unlocking their potential through rigorous instruction, and a supportive community

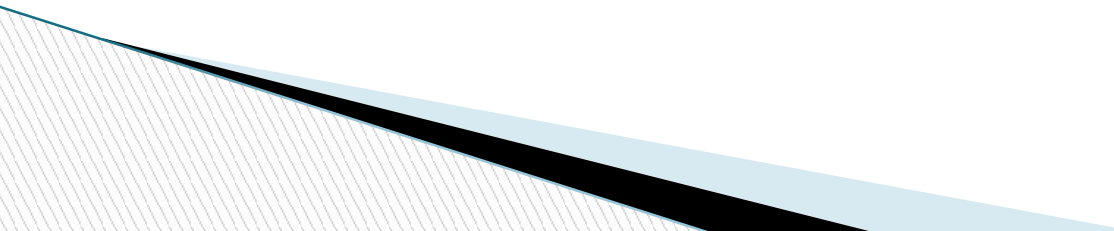
Nuts & Bolts

- Check email, mailbox & voicemail daily. Respond in a timely manner.
- Classroom teachers take student attendance on Synergy by 8:30am
- Add events to Russell staff Google Calendar such as field trips, class showcases, etc...
- Communicate 2 weeks in advance with kitchen, transportation, office and the Support Team including specialists when a classroom will be out of the building
- Clean up after yourself/students under your supervision (ie... staff room , workroom, storage areas, gym & other areas of school)
- Inquire about visitors without a visitor badge in our building
- Wear your Parkrose identification badge at all times
- Personal use of cell phones limited to breaks and emergencies only.
- Follow internet guidelines during school hours(signed in safe schools)
- Communicate regularly with families (newsletters, phone calls, etc.)
- Dress professionally. Leggings need to be under a tunic or dress. Tops need to provide modest coverage. Workout clothes for special events (ie. Run for Russell).
- Be on time for work. Hours are 7:15–3:15 for certified, classified hours vary.

Building Safety

- Update Emergency Clipboards with the following each year
 - Map of school with exits clearly marked in red
 - Lock in/Lock out procedures in staff notebook
 - Earthquake drill procedures in staff notebook
 - Fire drill procedures
 - Updated class list including contact numbers
 - Practice drills and procedures with your class.
 - Try to carry cell phones, keys, and walkie talkies during drills.
 - Wear your badge at all times.

Building Security

- Hours are M–F 6:30am–5:30pm (when SUN is in session)
 - Prior to afterschool club there will be a checkout list in the office. The last staff to leave the building will need to set the alarm and double check doors and windows. Staff access is until 6pm.
 - Vincent & Heather ONLY have 24/7 access to the building
 - Staff are responsible for locking their door and closing ALL windows each day.
 - We are charged \$500 (out of our building general fund) for EVERY security call involving an unlocked door, a locked OPEN door or an open window. If a theft occurs we are responsible for the \$5000 deductible.
 - Please call Heather, Vincent, or Sonitrol directly if you are in the building and have issues with the security system.
 - Remember to yank on doors (especially exterior) to make sure they are locked. The alarm will set if the magnets line up and the door can still be unlocked.
- 

School Standards/PBIS/Recess

- Ensure students are in code of dress
- Teach our standards & pledge
- Refer to the PBIS Handbook to teach appropriate behavior in various locations
- Annually review bully lessons with all students as led by our PBIS team
- Move quietly within our school – hallways need to be silent so classroom work can continue
- Follow staff vs. office managed document & the student behavior flowchart
- Use break space & buddy classrooms as the first step of discipline
- Be on time for all duties and find replacement when needed
- Wear a vest and carry a fanny pack when on duty
- Spread out to cover playground when on duty (zones)
- Carry walkie talkies when on duty
- Send kids indoors (computer lab/library) with passes only when necessary.
- Students have passes when out of the classroom
- Students are only in classrooms that are monitored by staff
- Be there for EVERY student, intervene when necessary and supervise as needed
- Use east and north doors on main hallway to and from recess and lunch

Attendance- Student & Staff

- Certified–work 8hr day with standard hours of 7:15–3:15. Alert Heather via email ASAP if you are flexing hours due to appts, etc.
- Classified– work assigned hours, alert Heather via email ASAP if you are flexing hours due to appts, etc.
- Personal leave requested at least 3 days in advance
- Leave with no pay requested in writing to human resources department
- Fill out “leave request” when you are out of the building– in advance if you know you’ll be gone or when you return. This is mandatory for all absences, except pre–arranged school events & trainings.
- Use sub system to enter your own substitute teachers! We can now prearrange them in the system.
- Prepare for a sub– Expected: Lesson plans, a way to get attendance to the office by 8:30am & emergency procedures
- Student attendance done daily by 8:30 in Synergy
- Staff will be alerted via email or the white board of staff that are out of the building
- If you are out of the building between work hours please let the front office know.

Russell Attendance Interventions

Green Universal Interventions for all Students

- Welcoming Letter to all families encouraging attendance and explaining school attendance policy (absences & tardies) including drop off and pick up times. Parents need to sign and return to school.
- Staff reviews barriers to attendance.
- Teachers encourage attendance and build relationships with families.
- Russell Office makes daily calls home when students have unexcused absence (new law). Teacher follows up with family after 2nd consecutive absence (excused or unexcused) to check in about missed work, providing homework, etc...
- Monitor Attendance Data monthly to track patterns. Students will be rewarded for good & perfect attendance! (awards, parties)

Yellow Strategic Interventions for Identified Students =Up to 10% of total days in school (both tardies and days missed)

Phone Call home by Classroom Teacher or Counselor.

Letter of Concern from Principal and Counselor stating School Attendance Policy.

Parent Conference, using Attendance Intervention Monitoring Sheet to determine appropriate plan of assist. Options include contract, check in program, etc.

Students will be rewarded for improved attendance (clubs, award assemblies)

Red Intensive Interventions for Students Identified with consistent barriers to attendance. =Over 10% of total days in school (both tardies & days missed)

Referral to Student Intervention Team

Individualized Attendance Incentive Plan (ex. Hot Cocoa Club)

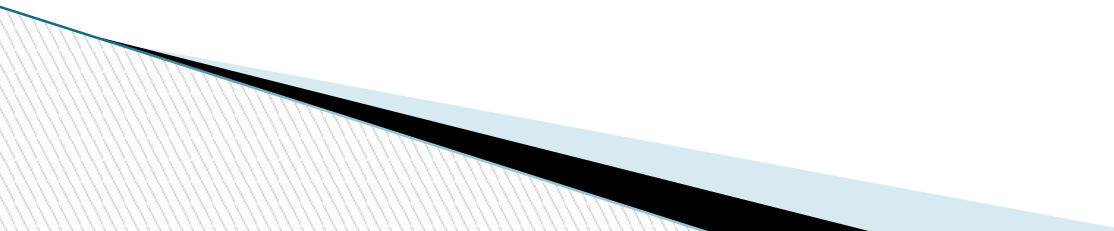
Home Visit from Principal and Counselor

Letter of Concern from Superintendent

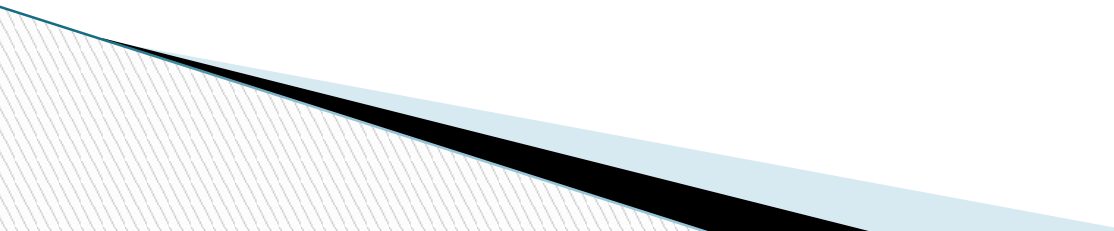
Meeting with Superintendent

Students will be awarded for improved attendance (clubs, parties)

Professional Learning Communities

- Be actively involved in collaboration with your team members follow team agreements
 - Data teams meet every approximately every 6 weeks to review data and setting intervention groups. Data teams will evaluate our Common Formative Assessments as well as attendance and behavior. These meetings will include support staff and classroom teachers.
- 

Certified Teacher Specifics

- Refer to teacher standards and evaluation forms on district website
 - Common core standards provide base for all unit and lesson planning.
 - Follow ethical educator expectations from TSPC.
 - Follow due dates for goal setting, observation and end of the year paperwork.
 - Use of core instructional materials is mandatory during math and ELA blocks including, Engage NY Math and Reach for Reading (K–5) ECRI (K–2), PPS Writing Curriculum (K–5).
 - Report cards are completed by assigned due dates.
 - Personalized student comments are expected on the December and June report cards. Family conferences in March can take the place of individualized comments.
 - If a student has significant learning, attendance, or behavior concerns please write comments in all three terms in case the student moves during the course of the school year or for tracking the following year.
- 

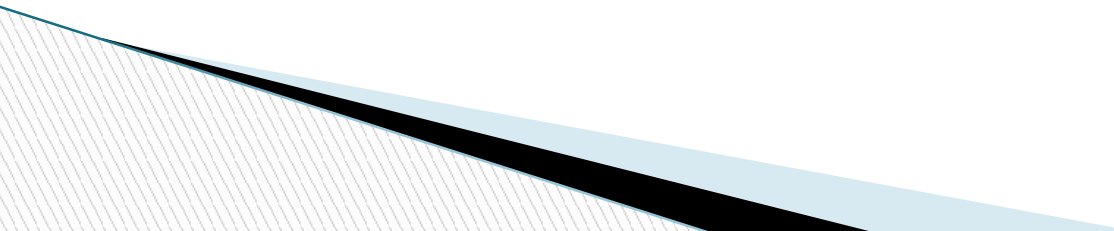
District Requirements

- All employees will use the Safe Schools website to update the following trainings on a yearly basis:
 - Child Abuse (training & yearly refresher)
 - Sexual Harassment (training & yearly refresher)
 - Sexual Conduct
 - Network Data Security
 - Blood Borne Path (training & yearly refresher)
 - Medication administration

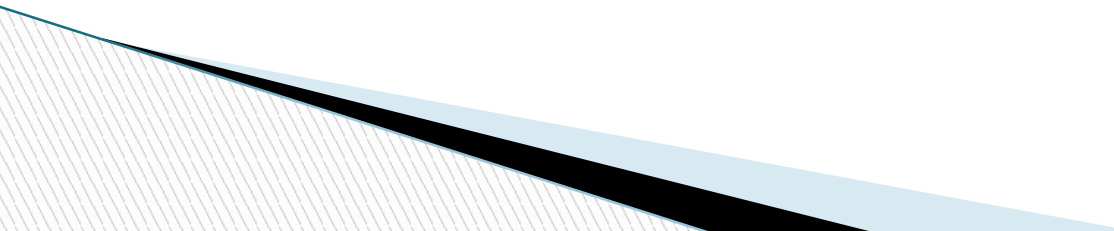
All Grant applications will be approved by district office. Do not apply without consent by Heather.

Any movies shown at school have to be G or PG. PG13 are not allowed without parental and administrative permission.

Title I – Sped – TAG – ELD Compliance

- Use your EA's to support learning during the ELA Block or core content subject instruction.
 - Teach core content during the entire instructional block
 - Follow literacy & math framework= core, small group and individual instruction
 - Use any additional EA support for core content support
 - Direct instruction in ELA and math occur daily using ENY Math, Reach for Reading, and PPS Writing.
 - EA's should be within sight and sound when working with students
 - EA's and Support staff are there to support not supplant instruction
 - Progress monitor when students are below benchmark and to prove interventions are working
 - Students will be added to formal & informal interventions depending on the need (SPED, EA's, teacher)
 - Teacher reads IEP's, attend meetings and apply modifications and accommodations as stated on IEP
 - TAG students have an up to date plan and instruction is differentiated to meet goals – parents have a copy
- 

Instructional Block Agreements

- Sacred time on M,T,W,Th,F – There should be very limited interruptions for teaching ELA & math
 - The teacher and EA collaborate on instruction where appropriate
 - The teachers plan ways to use the EA's with instruction of students.
 - Master schedule is followed... teaching literacy, math and writing during the designated blocks
 - Title dollars to lower our student to adult ratio for direct instruction during core instruction
 - We evaluate which method (push in or pull out) is best in each instructional situation
 - Specialists are available to support instruction
 - Susan will notify staff when an EA is absent
 - 30 minutes of direct instruction. Can be chunked into mini-lessons
 - Balance of whole, small and individual instruction
- 

Multi-Tiered Systems of Support

Why? It's the law. There are students who struggle but do not have an IEP or identified disability. MTSS is a structure that supports these students.

80% Team (School-wide data team)

- Ongoing to assess all students and address any concerns about core instruction. How do we improve our core?
- Look at benchmark data in reading, math, behavior & attendance
 - Members: Teachers, Principal, Counselor, Coach, School Psych, SPED. ELL & Title teachers.

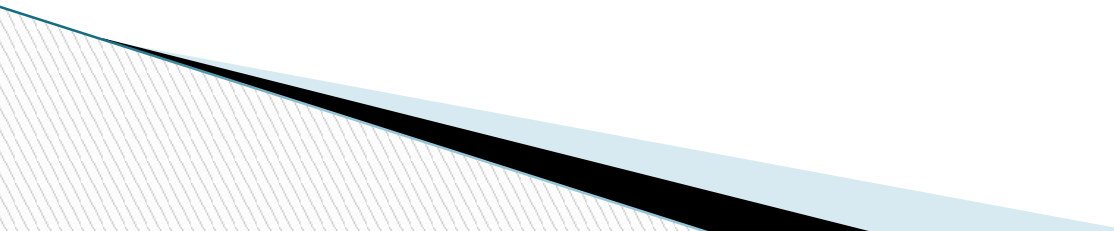
20% Team (yellow & red zone)

- Every 6 weeks to assess our intervention students and review whether specific intervention strategies are working.
- Look at benchmark data in reading, math, behavior & attendance
 - Members: Teachers, Principal, Counselor, Coach, School Psych, SPED. ELL & Title teachers.

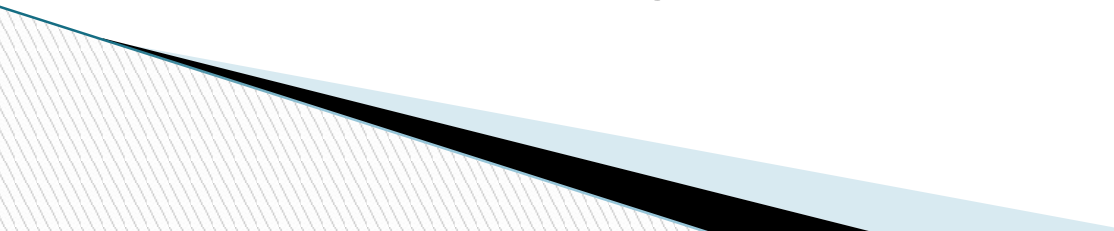
Tier II Team:

- The goal is to create an individualized intervention to support teachers in the instruction of all students.
- To document interventions and student growth.
- Focus on attendance, behavior, academics
 - Members: All building specialists and administration.

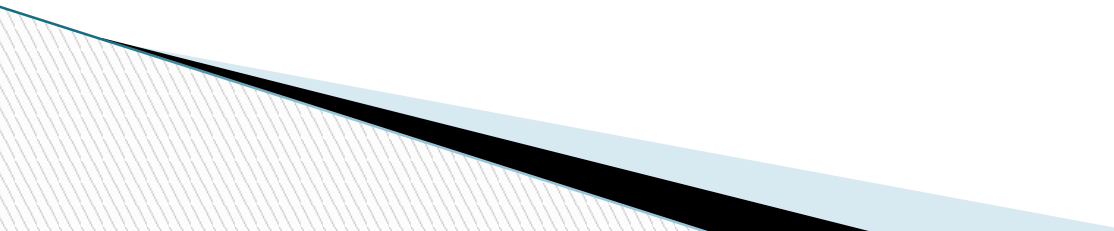
Assessment

- Follow rules for administering Smarter Balanced assessment (agreement signed)
 - DIBELS Reading & Math administered fall, winter, and spring by Title team
 - District and state required Work Samples completed and imputed into database by spring deadlines
 - Common Formative Assessments as indicated by PLC work are administered and reported back by dates agreed upon.
 - Feedback to our students about their progress is communicated—they know their targets and individual goals.
 - Parents are communicated with regularly in regards to their students progress.
- 

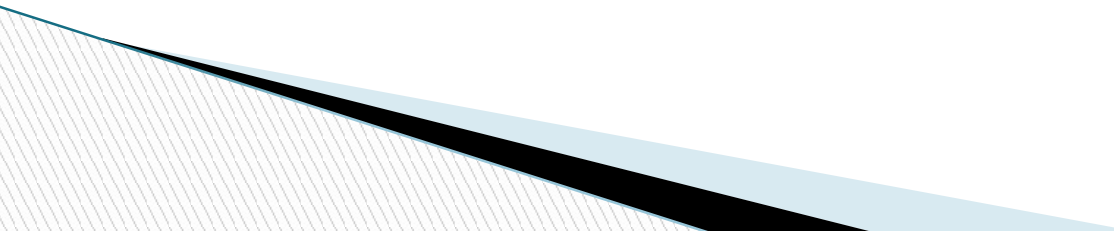
Teacher Prep

- ▶ Prep time per contract is 120 minutes during the student contact day, in blocks of thirty (30) minutes or more. Prep total must be 320 a week during the 8 hour workday.
 - ▶ Each class will receive 30 minutes on M, T, Th, Fri.
 - ▶ If a sub is unable to be located, the class will be cancelled for the day and will be rescheduled if your prep is under the 120 minute mark. Office will notify staff of cancellation as soon as we know. We will make every attempt to find a sub.
 - ▶ If you miss your scheduled prep due to a field trip or being out of the building it will not be rescheduled.
- 

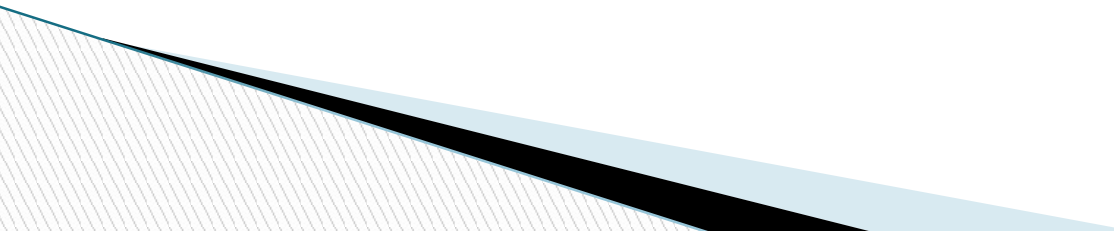
Field Trips

- Fill out the request for funds and put in the PTV basket
 - Organize bus through transportation
 - Get a list of cold lunches needed to kitchen at least 1 week in advance
 - Get the field trip medication request to district nurse 2 weeks in advance
 - Inform all staff of your absence
 - Put your field trip on our “Russell Staff” Google Calendar
 - All chaperones must pass the background check two weeks before the off-site trip
 - If you are going off-site you must have adults in a ratio of 5-1 for safety
- 

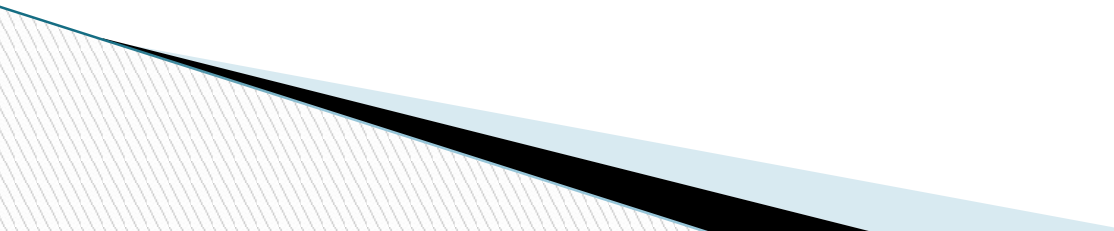
Purchasing Agreements

- If you need additional school supplies for students inquire in the office so that we can access local agencies and resources to fill the need.
 - If you need additional supplies (tape, post it notes, etc.) let Susan know so that they can be ordered.
- 

What funds do we have?

- General: everything needed to run our school minus salaries.
 - Capital: any left over general fund dollars– has to be used on furniture, playground or tech (frozen)
 - Title I: Federal instructional improvement (staff & follows the title plan SIP)
 - Title II: Federal staff development (aligned to SIP)
 - Title III: Federal ELD program improvement (aligned to SIP)
 - Student body: Donations, some grants.
- 

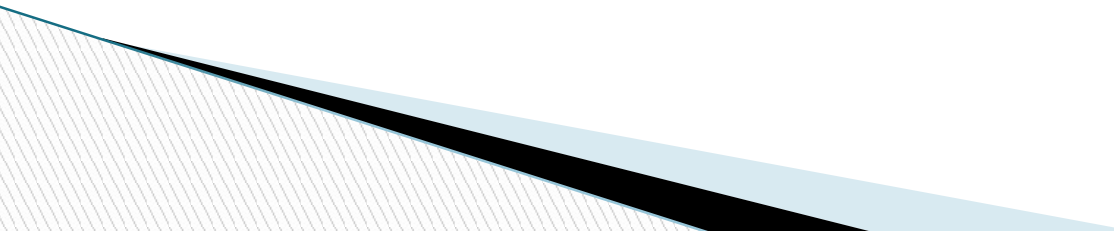
Technology- Students & Staff

- Technology use in PSD: Website to use with students for internet safety. Please show at beginning of the year.
 - All 4/5 students must have an Acceptable Use Policy (AUP) on file. The form is on the Technology Use in PSD site to share with your students.
 - Familiarize yourself with, and know the district's policy around technology.
 - Use Safe Schools for our employee user agreements.
 - All K-5 students will have a computer time to learn the basics of using a computer as well as coding.
- 

Parkrose Equity & Restorative Justice Policy

- ▶ The Parkrose School District is a richly diverse school district in Portland, Oregon. We strive to meet the educational needs of all students. We also know that our data has consistently and clearly demonstrated that our students in poverty and students of color attend school less time, fail more classes and are excluded from school for discipline more often than their counterparts who are not students of color. For this reason, the Parkrose School District has developed and implemented Equity Policies that include policies regarding the use of our Equity Lens, hiring policies and eliminating racial disparities in discipline and exclusion for students of color.
- ▶
- ▶ A well-researched effective framework for this work is Restorative Justice. Restorative Justice seeks to bring offended parties together in a spirit of conflict resolution and peace. State laws regarding student conduct still apply and consequences given when appropriate but the number one practice we will be employing is Restorative in nature and not punishing. Punishment produces angry, frustrated people and that is not an effective tool for our students. Logical consequences can be effective when delivered mindfully.
- ▶
- ▶ Our school district is in the process of implementing district wide professional development and training for all staff in Restorative Justice practices that include classroom talking circles and phone calls home to parents so that the community and the school district can work together as a team for the sake of our children and their continued education in the Parkrose School District.
- ▶
- ▶ Remember our district vision: All students read and think at high levels, graduating college and career ready. Restorative Justice and Equity help us reach our dream for ALL kids.

Staff non-negotiables

- ▶ Strong grade level teams that collaborate weekly around common planning, instruction, curriculum and assessment. (PLC)
 - ▶ All professionals use data on a regular basis to drive instructional decisions as part of a team.
 - ▶ Thoughtful integration of WICOR strategies into daily lessons K-5
 - ▶ Use of Engage NY as our math core instructional program (fidelity K-5) All other materials must supplement not supplant.
 - ▶ Systematic- following the unit progression- use of Reach for Reading as our core instructional reading program to ensure reading instruction is aligned and spiraling with rigor K-5. All other reading materials must Supplement not supplant.
 - ▶ First 15 minutes of all reading blocks K-2 are using ECRI materials and routines.
- 

- ▶ Empower teachers with strategies to work with every student through the RTI/MTSS process. (Tier II Team)
 - ▶ Reviewing our PBIS protocols and systems to create an even stronger school culture including restorative justice. Counselor meets with classrooms as part of specials rotation. All K–5 classrooms school-wide use zones of regulation curriculum.
 - ▶ Push in ELD during writing block for K or 1, 2, 3 (reading), 5th grades with straight grade level teachers co-teaching with ELD staff.
 - ▶ Use of a core writing program during our writing block, to ensure instruction is aligned and spiraling with rigor K–5. All other writing materials must supplement not supplant.
- 