

## 18-19 Staff Handbook Changes

Page 5...bottom...class assignments will be mailed home **the end of July.**

Page 7...omit the sentence starting with Paraprofessionals will have performance reviews annually based on input from teachers and the building principal.

**Paraprofessionals will have performance reviews with the principal during their first two years of being hired and periodically thereafter. Teachers may be asked to supply information regarding the paraprofessionals strengths and areas for improvement.**

### Page 8 Internal Administrative Reassignments

**If a teaching position becomes available, the principal has the right to move a teacher into the available position. If the principal does not move a teacher into the open position, a current teacher interested in the position needs to alert the principal and the superintendent's administrative assistant of their desire to make a change. Current teachers need to write a cover letter expressing their interest in the position.**

**Page 8: Parent Communication...Add another paragraph: Please communicate with parents regarding repeated discipline issues. Parents are our partners and we need to illicit their assistance. Please communicate with parents regarding a student's reduction in productivity and/or achievement. Things tend to go much better if parents know of the decrease in achievement prior to receiving report card grades.**

Page 10. Change Megan's name to **Mrs. Megan Merchelwitz**

Page 13 Class assignments will be mailed home. **the end of July**

Page 15-16 Homework make changes to align with changes in parent handbook...omit those with lines in them

#### Rationale

Homework extends the learning day and involves parents as full partners in the education of their children.



- Homework teaches students to work independently and helps students to develop a sense of responsibility.
- Homework reinforces skills and material learned in class and prepares students for upcoming class topics.
- ~~Homework improves the students' academic achievement.~~
- ~~Homework helps to develop the physical, social, and emotional well-being of the child through creative activities.~~

#### We ask that students:

1. Schedule a time and place to do homework.
2. Complete all assignments neatly, on time, and to the best of their ability.
3. Do their own homework with assistance as **may be** needed.
4. Take responsibility for making up homework assignments missed due to absence from school.

#### We ask that parents:

1. Support student homework responsibilities through active involvement and encouragement.
2. **Verify homework completion.**
3. Communicate with your child's teacher. Write a note to the teacher if your child is unable to complete homework assignments. **Let the teacher know about factors which may be affecting your child's ability to complete homework assignments.**
- ~~3. Support the teacher's efforts to help students complete all assignments.~~
4. Read, read, read to and with your child.

**We ask that teachers:**

1. Clearly inform the students about assignments and expectations.
2. Communicate with parents. Provide information and assistance to help the child succeed.
3. Assign approximately 10 minutes per grade level **each evening for homework.**

**Page 16 Add section on Instructional Coach**

**Welcome Peter Dodds. Peter is Dover-Eyota's first official "Instructional Coach" supporting PreK – 12<sup>th</sup> grade teachers. Peter is available to assist teachers implement evidence-based strategies, model instructional strategies, and research instructional topics and methods. Peter is not an administrator. Peter will assist PreK-2 teachers implement our new Fountas & Pinnell reading system as well as 3<sup>rd</sup> – 5<sup>th</sup> grade teachers implement the Daily Five and guided reading. Teachers may contact Peter to set up a coaching time via email or our new scheduling system (ask Nick the exact title of the scheduler).**

**Page 19...right before Bullying Definition**

**Add Bullying Section**

**BULLYING: This year Dover-Eyota Elementary School is implementing the No Bully program sponsored by ESPN and the Major League Baseball. All D-E staff are expected to become familiar with and implement the content presented by the NO Bully instructional coach. The school will develop common language to use when referring to bullying along with recommended interventions. The No Bully program consists of several components which we will implement including the creation of a leadership team, training for all staff, Solution student coaches, and parent training.**

**Definition**

- ☐ **Repeated aggressive behavior that involves unwanted, negative actions**
- ☐ **Behavior repeated over time (happens more than once or twice)**
- ☐ **Power is unequal. You feel weak.**
- ☐ **Can take many forms: words, leaving others out, physical, rumors, etc.**

**DE PRIDE Anti-Bullying Promises:**

**Promise 1: We will not bully others.**

**Promise 2: We will help students who are bullied.**

**Promise 3: We will include ALL students.**

**Promise 4: When we know someone is being bullied, we will tell an adult at school or at home.**

## Page 16...Standardized Assessments

### STANDARDIZED TESTING

Several tests are administered throughout the year to assess students' achievement skills using state and federal norms. Students in grades K-5 are administered the AIMSweb oral reading fluency assessment three times a year to assess their reading fluency and growth throughout the year. Students in K-2 will be administered the STAR Early Literacy and STAR Early Math assessment several times a year to assess individual skills and growth. Third-fifth grade students will be administered the STAR reading and STAR math assessment to assess individual skills and growth throughout the year. Teachers use the results of these assessments for instructional planning. The Minnesota Comprehensive Assessments (MCA) III in reading and math will be administered to students in grades 3-5 along with the MCA science assessment in 5<sup>th</sup> grade. Several tests are administered throughout the year to assess students' achievement skills in reading and math using local and national norms. At the beginning of the year, students in grades K-5 are administered the Benchmark Assessment System (BAS) to identify instructional reading levels and periodically throughout the year as students' reading skills increase. K-5 students are also administered the FastBridge oral reading fluency assessments during the year to assess their reading fluency and growth throughout the year. Students in K-2 will be administered the FastBridge Early Literacy and Early Math assessments several times a year to assess individual skills and growth. 3rd - 5th grade students will be administered the FastBridge "a-reading" and "a-math tests" in the fall, winter, and spring to assess individual skills and growth. Teachers use the results of the BAS and FastBridge assessments to guide instruction.

The Minnesota Comprehensive Assessments (MCA-III) Reading and Math tests will be administered to students in grades 3-5 along with the MCA science assessment in 5th grade. The MCA tests compare our school's overall performance with other Minnesota schools. The results are used to guide district curriculum decisions along with grade level instructional practices.

## Page 17...Paragraph before Discipline section

**Take out a teal colored...and just say an At-Risk Learner's Information Form and later in the paragraph take out "another colored" and just put Intervention Documentation Form.**

## Page 23...After the first paragraph under Continuing Education section

**Teachers are responsible for renewing their teaching licenses through MDE. Teachers who are teaching due to alternate situations under Tier I and Tier II licensing are responsible for submitting needed documentation to MDE.**

## Page 24...Bold first sentence

**Page 24...Milk breaks...add Milk breaks should occur two hours before the class's assigned lunch time to ensure students are hungry at lunch and eat balanced meals.**

**Page 25 ...PTO...add at the end. Teachers need to record PTO time if they leave the building during their prep time.**

**Page 25...Forty minute conference for the Back-to-School Conference.**

## Page 26...Professional Learning Teams

**Work on PLT's during the 2018-2019 school year should include discussions on: implementing and sharing learning progression scales, tracking students' progress (via**

**FastBridge, BAS, formative assessments, etc.), analysis of BAS results, implementation of Fountas & Pinnell Reading System, implementation of guided reading, and on professional growth peer review. Teams are required to document their on-going work.**

**Page 28: Substitutes. Remove Vicki and replace with sub-caller in # 2 & 3**

**Page 33: Staggered Schedule**

<del>2:40</del>	<del>buses arrive and park</del>
2:35	Early town bus arrives & students board the bus:
2:40	Early town bus leaves the school

### **Page 36 Telephone AND SMART WATCHES**

Substitute the following for the paragraphs after the first paragraph

The office telephones are for school business only. Students are permitted to use the telephone for emergencies only.

It is recommended that elementary students do not bring cell phones to school. If there are extenuating circumstances when a cell phone is necessary, **parents should let the teacher know. The student is expected to keep the cell phone on "silent" and in their backpack in their locker during the school day. Students should not have their cell phones out of their backpacks on the bus unless they have been authorized to do so by their parents and the bus driver. Students are not to take pictures while riding the school bus.**

**With the recent popularity of SMART watches, please program your child's watch to "quiet time" or "silent" during school hours. Please program ad watch features so that the watch isn't distracting to your child or to others during the school day. If these conditions are not followed, the student will forfeit the privilege of bringing the cell phone to school.**