



Ollie O'Grady Elementary School



Staff

Handbook



2016-2017

**MISSION CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION**

2016-2017

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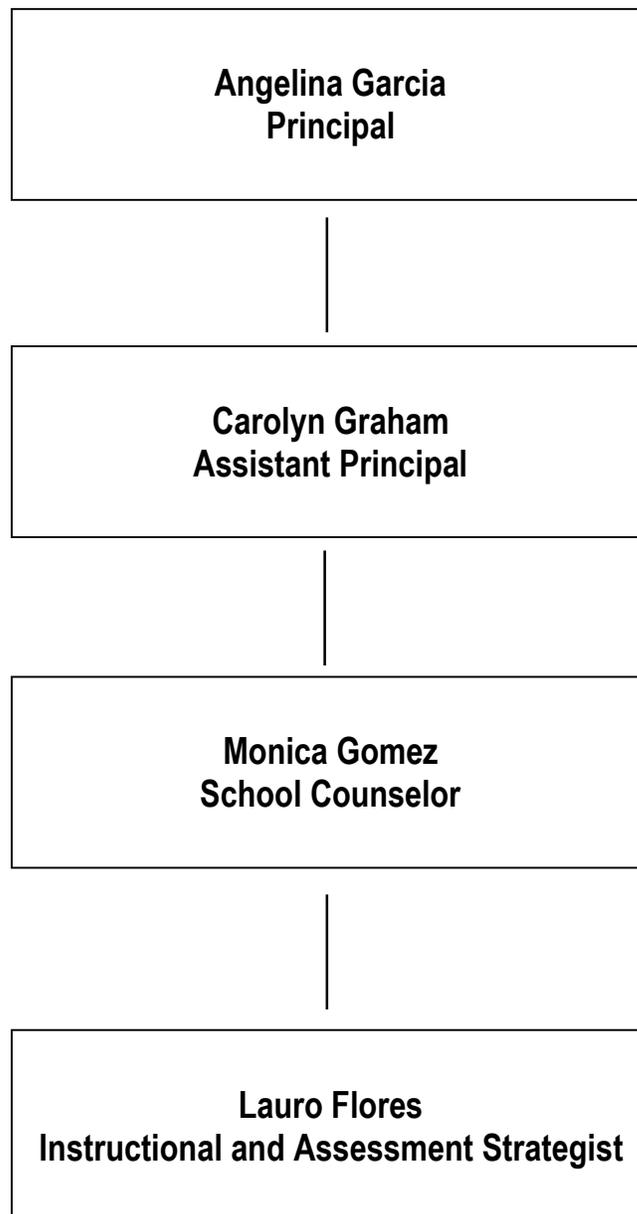
Ollie O'Grady Elementary School

Faculty Handbook

2016-2017

Lead Team Members:

Chain of Command



**MISSION CONSOLIDATED
INDEPENDENT SCHOOL DISTRICT**

Mission Statement

Mission CISD ensures a quality and equitable education for our community of learners by providing the necessary academic, social, physical, and technological knowledge and skills to become successful lifelong learners and productive citizens.

Vision Statement

Mission CISD will prepare and inspire all students to be equipped to excel in the college and career of their choice, dominate 21st century skills in leadership, knowledge, language, and technology to compete in a global economy and serve as successful citizens in their community.

Collective Commitments

We believe that we have the duty to foster opportunities for each student to build a legacy of success. We, therefore, collectively commit to:

- Putting students first and inspiring innovation
- Taking ownership of a collaborative, educational partnership through student, parent, and civic engagement
- Understanding cultural diversity with the ability to relate effectively amidst varied cultures within a global economy
- Learning professionally for continuous improvement

Motto

Success for every student.

Slogan

Unlock Your Dreams

Ollie O'Grady Elementary School Mission Statement

Ollie O'Grady Elementary School will collaboratively work to inspire, nurture, and challenge all students by providing them with an optimal education and curriculum that honors individuality. In our quest to produce critical thinkers and independent learners in a safe environment, we will instill ethical and cultural values that will mold tomorrow's leaders.

Ollie O'Grady Elementary School Campus Goals 2016-2017

It is our goal to achieve the following objectives during the school year.

1. To work as a collaborative team with one common academic goal for all students
2. To meet or surpass the target score required in each of the state accountability performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness
3. To receive a campus rating of Met Standard along with the following distinction designations: Academic Achievement in Reading/English Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness
4. To maintain 98% average daily attendance
5. To maintain positive and supportive working climate for all students and staff that will foster optimum learning and working opportunities
6. To maintain a safe and well-disciplined school environment through consistent administrative support, immediate guidance and counseling interventions, and parental involvement
7. To instill a winning tradition in U.I.L. competition at the local, district, and state level
8. To provide staff with current educational trainings in core areas that will prepare them to address the needs of all students
9. To consistently recognize student and staff successes

Administration and Office Staff

Principal	Angelina Garcia
Assistant Principal	Carolyn Graham
School Counselor	Monica Gomez
Instruction and Assessment Strategist	Lauro Flores
Principal's Secretary	Dora Borrego
Attendance/PEIMS Clerk	Diana Veliz
Student Activity Clerk	Amanda Rivera
Parent Liaison	Amanda Pena
Nurse	Cassandra Gallegos

Campus Phone Directory

Mission C.I.S.D. Administrative building	(956) 323-5500
Ollie O'Grady Elementary School office	(956) 323-4200
Ollie O'Grady Elementary School FAX #	(956) 323- 8191
Mrs. Angelina Garcia	(956) 862-3121
Mrs. Carolyn Graham	(956) 212-8520

All staff members will need to notify Mrs. Angelina Garcia or Mrs. Carolyn Graham after submitting an absence on AESOP. Mrs. Garcia may be reached at (956) 862-3121. Mrs. Graham may be reached at 956-212-8520. All staff members are required to input their absence on AESOP in a timely manner.

Office clerks and secretaries are not responsible for substitutes, so please do not phone the front office for coverage.

If you know that you are going to be absent in advance, be sure to notify an administrator.

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Absences:

Any time a staff member is out or away from their instructional duties, an administrator and the school secretary must be notified at least one day in advance. Staff will be expected to use the online Aesop system to assign a substitute for their absences. Special consideration will be made for staff with emergencies, of course, but staff must not assume that they have been secured with a substitute because the principal has arranged for a workshop or meeting. It is important to make contact with your substitute in order to guarantee coverage. Each teacher must also plan activities and leave ample work for students. Teachers must leave class rosters, daily schedule, seating charts, and clear lesson plans available for the substitute to use. The lesson plans should also be clearly written for the substitute and explicit enough for learning to take place the entire time.

In case of emergency, teachers should call Mrs. Garcia or Mrs. Graham as soon as possible. Teachers should never directly call the front office with an absence since they cannot secure substitutes without notification of an administrator. Office hours are from 7:15 a.m. to 4:00 p.m. All staff is encouraged to become familiar with the approved Sick Leave Policy. (See Online Personnel Handbook)

Administrative Responsibilities:

The Lead Team, which consists of the Principal, Assistant Principal, Counselor, and Instruction and Assessment Strategist, will meet on a weekly basis to address the needs of the school. Collectively, they will help determine the direction of the daily school activities and will shape the instructional philosophy of the school. This team will synchronize the delivery of instruction and maintain consistent policies, procedures, and expectations.

Principal

Angelina Garcia

The campus principal is responsible for planning, organizing, and directing school activities within the framework established by the Texas Education Agency, the Mission Consolidated Independent School Board, the Superintendent of Schools, and all other accredited agencies that govern public education. These responsibilities are delegated in some areas to other administrative staff as deemed necessary. The principal will continue to assume responsibility in the areas of curriculum and instruction, personnel, finance, business organization, and organizational structure.

Assistant Principal

Carolyn Graham

The assistant principal is second in command on campus and will share most of the administrative responsibilities of the Principal. They will work directly with the Principal in overseeing the general functions of the educational program.

Counselor

Monica Gomez

The school counselor will work closely with campus staff in organizing individual and/or group counseling meetings for all students. The counselor will follow the school district counseling curriculum through classroom guidance classes. Counselors primarily serve as the student advocate during the school day.

Instruction and Assessment Strategist

Lauro Flores

The IAS will serve as an instructional resource to staff. He will assist with initiating and implementing instructional plans that will help us become a distinguished school. He will also plan and coordinate all testing on campus and will offer instructional guidance to staff in areas of need to help achieve the best results.

Announcements:

Announcements will be viewed daily via V-Brick at 7:30 a.m. Please be sure that your TVs are on and ready to view the announcements before this time. All students and staff are expected to tune into the announcements in order to be aware of important events, deadlines, and successes.

An administrator and our campus technician will oversee the recording of the announcements and they will be carried out by students. During this time, we will be providing students a moment of silence, so please ensure that all students adhere and respect this moment for those around them. We will surely respect students' religions and faith, however, every student is expected to honor this time, so please do not permit student to talk or move around the room during any part of the announcements.

To include an item in the announcements, a completed announcement form must be turned into the office at least one day before. The announcement form can be found outside of Mrs. Gomez's office. Announcements may contain information of interest to both students and/or staff.

Appraisals:

All O'Grady Elementary staff will be appraised by the Principal this year. Teachers will be appraised with T-TESS (Texas Teacher Evaluation & Support System).

T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

Attendance Procedures / Policy:

Teachers will be expected to post attendance no later than 8:00 a.m. daily so that the school system can promptly contact each parent whose child is tardy or absent. The goal is to maximize the number of students who attend school every day. Teachers will take attendance again at 9:30 a.m.; this is the elementary official time. **When the Tyler Program is down, all teachers will need to take attendance manually using the absentee slips and turn the slip in to the front office.**

Teachers should expect absentee excuses from a child who has been absent. Students who do not come to class with an excuse need to report to the office first. Teachers are asked to follow up on all excessive absences. Parents need to be reminded that a written excuse and a call to the office are required each time their child is absent..

Attendance Slips – Admits

- Students should report to the front office first thing in the morning following a day of absence and present a written excuse from parent or guardian.
1. Written excuse will be reviewed.
 2. Students will be given an excused or unexcused absence form to present to homeroom teacher.
 3. Teachers will keep the form given by the student along with the daily attendance log.
 4. Attendance clerk will keep all excuses on file.

Types of Absences

A. Excused absences

When students are absent from school, they are required to bring a written excuse from home that includes the following:

- 1) Dates of absence
- 2) Reason for absence
- 3) Signature of parent or legal guardian

➤ **Excused absences are allowed for the following reasons:**

- 1) Personal Illness
- 2) Illness or death in IMMEDIATE family (maximum 5 days)
- 3) Religious holidays (as defined by school board policy)
- 4) Other absences as approved by administration

B. Unexcused Absences

An unexcused absence is defined as an absence which is known and approved by parents but which cannot be classified as excused under the aforementioned designations of “excused absence.”

➤ **Unexcused absences for the following reasons:**

- 1) Missed the bus
- 2) Visiting (out of town)
- 3) Over sleeping
- 4) Parents have appointments / will not be home

Breakfast in the Classroom:

Students will be offered breakfast in the classroom from 7:30 a.m. – 7:45 a.m. each morning. Cafeteria personnel will take “hot and cold” ice chests to each class by 7:25 a.m., so staff can begin feeding kids upon entering the classroom. The goal for this program is to ensure that our students have a hearty breakfast, so they can be ready to learn.

Students will be allowed to eat their breakfast during this time slot only. It is expected that regular class instruction will begin by 7:45 a.m. Students who are late will not be afforded this opportunity. Teachers are not permitted to allow students to eat snacks or their breakfast during the instructional day (unless instructed by their I.E.P.)

Bulletin Boards:

Staff information and student progress will be posted in the staff lounge, conference room, cafeteria and central hallway bulletin boards for your review. Please check them regularly for announcements, updates and general memos.

All teachers are encouraged to celebrate student work by displaying them publicly. This will help motivate our students to take pride in their work and they will recognize that we notice their good effort. Happy and proud students are always the most productive students.

Care of School Property:

Teachers are responsible for the care of equipment and school property in their classrooms. It is important that equipment be properly handled and stored. Teachers should not overlook damage to desks and other school property by students. Students caught vandalizing school property should be sent to the office with a referral. Please be sure to do everything diligently to take care of all of our property on campus.

Staff is expected to maintain a neat and orderly classroom environment that fosters and supports ongoing learning. Teachers are encouraged to celebrate student work by posting their work and highlighting the successes that are occurring in class. However, as important as it is to publish student work, it is equally important for us to take care of our classrooms and halls for long term use. Staff is encouraged to submit work orders as needed to maintain the appearance and functionality of our halls and classrooms.

Cellphones:

Cellphones may not be used during the instructional day by students or staff. Teachers are encouraged to confiscate electronics immediately if they see students using them. At no time should a cellphone be used in class for personal use since this can easily result in a student or parental concern that the learning of the child is being compromised. Each classroom should have a working school telephone in which calls may be made at an appropriate time concerning the students in your classroom. Staff is permitted to use cellphones during conference and lunch time as long as it's away from public view.

Teachers must ensure that all personal phones are on silent and put away when coming into the building as they will distract students. If there are special emergencies, be sure to provide the agency or caregivers with the school number (956-323-4200) so that office staff may notify you of the emergency and provide coverage for your classroom.

Child Abuse:

It is the paramount responsibility of all school district personnel to take action to protect the physical and emotional welfare of the children of this state. Teachers should be made aware of Board Policy in regard to child abuse. Teachers should make every effort to be on constant alert for abuse. If we are aware of such abuse, we are failing the child if we do not pass the information on to the proper authorities. School employees who suspect that a child has been subject to abuse or neglect must report their suspicions to Child Protective Services (CPS) within 48 hours. It is not enough for teachers to inform an administrator of their concern because the law requires us to make a concerted effort to report all suspicious cases. The law states that the individual who first learns of the abuse has the obligation to call or file a report online to CPS. The agency only wants reports from individuals who have a first-hand account to the problem and not from a second hand source. Additionally, any evidence or information on child abuse should also be passed on to an administrator as soon as possible. The information should be kept confidential at all times.

Communication:

All staff members at O'Grady Elementary School are expected to effectively and appropriately communicate the goals and objectives of the school to ensure a positive school/community relationship. All faculty members are expected to maintain a positive and supportive professional relationship with students, parents, and colleagues in order for students to reach optimum learning opportunities.

O'Grady staff is also expected to follow Mission C.I.S.D. district policy and the Standards of Conduct listed in the District Teacher Handbook. More importantly, teachers are not permitted to purposely slander or deliberately spread rumors against parents, students, or other faculty members that can ruin their reputation and work opportunities.

Staff is expected to report all concerns or issues to the school principal for appropriate action and/or intervention. All concerns must be addressed locally before they are referred to outside agencies in order to ensure the opportunity to work in a collaborative manner to address and resolve concerns that may arise.

Conference Period:

One of the most important professional responsibilities that we have is proper and effective use of school time. From the time we come on duty until the time we leave, we expect all staff members to conduct themselves in a professional manner and maximize planning time.

The conference period has been scheduled as part of the instructional program and not as a free period. The conference period offers teachers the opportunity to meet with students, parents, or other teachers without interruption. Teachers should keep in mind the purpose of this time and utilize it effectively.

Teachers with conferences at the beginning or end of the day are expected to be on campus through the duration of the work day and for the same amount of time as everyone else unless given permission by the school principal. For instance, one may not arrive late if they have first period conference, and one may not leave early if their conference is last period. All Mission C.I.S.D. personnel are expected to utilize the work day to the fullest.

Destination Imagination (DI):

Destination Imagination is a part of our U.I.L. program. This extra-curricular club allows students to use their prior knowledge, creativity, and research skills to solve challenges as a team, while pushing their imaginations to the limits. Over an eight-week period, students work together to plan, organize, research, and create their team challenge, write a script, and make props and costumes. The process helps learn problem-solving skills, communication, and team work.

If there are any teachers interested in becoming a DI coach, please be sure to read the district requirements and agreement on the MCISD website prior to this commitment. There are two designated age groups for DI competition at the elementary level, therefore, we may have up to two coaches sign up to represent our campus.

Discipline:

Campus faculty will treat students with dignity and respect. We will implement universal rules as well as classroom rules that will help maintain a disciplined school environment. Teachers will need to spend the first week of school discussing the rules and expectations; what they mean and what they look like.

It is important to discuss the consequences that will follow if any of the rules are broken. Equally as important, it is recommended to have a list of rewards as well to motivate students who follow the rules.

Students are expected to follow the O.G.R.A.D.Y. rules at all times.

- O – Offer a Helping Hand
- G – Give Respect
- R – Review and Make Good Choices
- A – Acknowledge and Solve Problems
- D – Develop Good Attitudes
- Y – Yearn For Success

Best Practice in Discipline

- A. Our district has policies concerning discipline, and these policies are to be carried out in this school. The principal and assistant principal will support teachers when they are upholding the rules, but it is the teacher's responsibility to follow and model the policies that our School Board has established.
- B. Teachers are expected to consistently implement the universal school rules and handle their own discipline to the best of their ability for more effective results. Teachers compromise their authority when they call upon administration to deal with their class discipline. Office referrals should be turned in for a severe clause and must follow the disciplinary plan of action order. Please do not assume that administrators are available to tend to students without notice.
- C. Students **ARE NOT** to be disciplined by standing or sitting outside your classroom unsupervised. They are to be dealt with immediately and in private.
- D. Always discipline students with dignity. Be positive and always respect student as you would expect others to respect your own children. Talking loudly and yelling at students in an attempt to degrade and embarrass them will not be tolerated. The faculty needs to model what is expected and remain firm, calm, and collected. Always maintain your composure and uphold your dignity as a professional. When teachers are consistently firm, fair, and direct, they are respected and loved by children. This in turn results in classroom control and a learning environment most conducive for our students.
- E. Supervision continues to be our responsibility anywhere on school grounds. If a student is not complying with school rules, we must redirect them whether they pertain to our grade level or not. A universal approach is a more effective one, so let us continue to think and work as one.

- F. Avoid punishing the entire group for the actions of one or a few students. Doing so will encourage students to continue following the rules, knowing that their actions will result in consistent and fair consequences/rewards at all times.

Good discipline is continuous, consistent, and fair. Students expect to be disciplined, and whether they admit it or not, they are more secure when they know their limits.

Concepts in Discipline

Student discipline can be a positive learning experience. Discipline is most effective and educational when the following concepts are used by the teacher.

1. **Dignity**

Respect students as “persons”. Do not embarrass students in front of their peers. Listen to them. Everyone makes mistakes.

2. **Responsibility**

Students must learn to accept responsibility and understand the repercussions of their actions. In most situations which involve an injury to a fellow student, the offending student will state that he or she didn't mean for anyone to be hurt, however we must teach students that there are always consequences for our actions.

3. **Honesty**

It is a common human trait for students to deny they've done something wrong. We should give the students benefit of such denial. However, we must give them the time to consider the value of honesty. Conversation (not lecture) with a student will generally bring out the truth.

4. **Clean Slate**

When you have to discipline students, be certain they understand that there are no “hard feelings”. When you see these students the following day, respect and acceptance should be evident in your words and demeanor.

5. **Take Time to Reflect**

At times, teachers discipline a student, only to discover later that the student didn't understand why he or she was being disciplined. It is important to have students explain to you why they are being disciplined to ensure understanding of their circumstances.

Assertive Discipline

Since research indicates that it is more effective when teachers manage their own discipline problems, teachers are expected to practice doing so. This means that staff is required to initiate parent contacts and keep record that all efforts are being made. However, when a teacher feels he/she needs assistance to deal with a situation, they may seek for assistance with the school counselor or principals. Every teacher is expected to post their classroom rules, consequences, and rewards in their class.

Discipline Techniques for New Teachers (Steps)

*Remember to document all disciplinary actions made

1. Teacher/student conference –

The student should be informed of the problem that exists and what needs to occur to correct it. At this point, the teacher can warn the student that certain privileges will be removed if the behavior continues. They can also inform them of what will occur if the misbehavior continues.

2. Loss of privileges –

Consequences should be imposed upon a student by the teacher in an effort to correct misbehavior. The loss of specific privileges will be left up to the teacher. This step can be repeated a couple of times without taking further action based on each individual case. It is important, however, to be consistent.

3. Parent contact –

A phone call to the student's home is initiated and parents are encouraged to assist you with the concern. The parents are informed of the student successes in the class, and they are also acquainted with the nature of the problem. Parents are informed of future consequences if the child chooses to misbehave. It is important to share the positives along with the concerns. We always want parents to be aware of our intentions to better service their child.

4. Detention –

Teachers are encouraged to have detention as needed. When students know that immediate consequences are available they are less likely to willingly misbehave. Detention may be held for the duration of the lunch period (including recess) or after school. In assigning detentions, teachers must notify parents. Consistency is the key, and it is important for students to serve their time if teachers assigned it.

5. Counseling Referral –

When a teacher sees minimal improvement in the behavior of the student after the previous actions have been taken, the student should be referred to the counselor. The counselor will meet with the student as soon as possible. The counselor will provide teachers with her input and professional suggestions on how to address the problem. If a parent conference is warranted, the counselor will make the necessary arrangements. There is a counseling referral form that should be filled out located in the front office. If there are questions on how to fill out the form, please feel free to ask the counselor for assistance.

6. Office Referral –

Students should be sent to the Principal's office or the Assistant Principal's office for one of two reasons. (1) A severe clause infraction has been committed, or (2) the first five steps have been exhausted and documented.

A **severe clause** infraction is when a student may seriously endanger the safety of others. Office referrals must reflect the previous actions taken by the teacher.

Continued infractions by the student will require a parent-teacher and administrator conference. Disciplinary measures will be administered as deemed necessary by the Principal or Assistant Principal.

Suggestions for Avoiding Disciplinary Problems

The fact that each teacher and each student has a unique set of abilities, needs, and aspirations makes it impossible to formulate a universal recipe which will guarantee effective classroom management. We do know, however, that some of the things teachers do, or refrain from doing, affect the success they have in achieving proper control in their classrooms. The suggestions below may be particularly useful.

- 1) Take the time to let students know what you expect of them in your classroom. Keep your rules to a minimum and be willing and able to defend them as reasonable and necessary. Some teachers are comfortable allowing student input in formulating class standards. Once your classroom routine is established, remember to be consistent in following it.
- 2) Plan your work. Try to keep students "constructively engaged" rather than just busy. One should actively monitor their students at all times. Teachers should not remain seated behind their desk throughout the duration of the class period, for it is not productive.

- 3) Become acquainted with your students as quickly as possible in order to gain respect by accommodating all student needs.
- 4) Begin your class on time, and keep all students focused on the learned objective. All teachers should plan meaningful and measurable activities that challenge students to be independent thinkers.
- 5) Avoid confronting challenging students in front of the class. Students should always be conferenced with in private- in the hall, after class, etc.
- 6) Always handle challenging students calmly and without resorting to sarcasm. If you happen to “lose your cool,” do not hesitate in apologizing and be sure to take some time to cool off.
- 7) Refrain from idle threats. Avoid issuing ultimatums or making threats which you are not prepared or authorized to carry out. They are ineffective and in turn cause teachers to lose credibility with their students.
- 8) Make contact with parents or guardians as early as possible. Many potential problems can be prevented by calling a student’s parent or by taking time to write a note. Communication is the key.
- 9) Positive reinforcement is probably the most powerful tool you have. Therefore, when students give you the opportunities to praise them, do so, and you will see that the other students in your class are willing to excel with hope to receive praise as well.

Doors (Covered):

Please do not cover the windows on your classroom doors. Open windows help prevent allegations made against teachers by students or parents. Open windows also allow administrators to look in without interrupting classes. Students who see administrators in the hall are less likely to misbehave. Teachers may have a rolled up cover that will be used when a lock-down or intruder alert is in place. Teachers may also decorate their doors with a theme or students’ work in order to make it inviting for visitors to the classroom. Please be sure that the window and door knob are not covered if doing so.

Doors (Locked):

Students are prohibited from opening exterior doors for anyone, including staff members, so do not ask students to open doors that lead into the building. Please remind students of this expectation. Only staff members may open the exterior doors for us. The doors will be locked to the outside at the start of the instructional day for safety reasons. Teachers are not to leave any of the side or back doors wedged open at any time. Let us work together and take the time to shut the door behind us correctly if we exit through them.

Drills:

State law requires students and teachers to participate in fire and emergency drills. Teachers must stress the importance of proper fire and emergency drills etiquette to their students. The best way to teach this is by example. Please be certain to read the fire drill instructions and study the emergency exit map during the first weeks of school.

In all cases, students are expected to exit the building in an orderly fashion and as quietly as possible. Students should not be allowed to play around, talk, or treat these drills as free time. All students are expected to walk out in a straight line and escorted to a designated area away from the building.

Please check your classroom and ensure that there is a Fire Drill Chart near the door. If one is not present, please notify the office as soon as possible. All students must be informed of ***fire drill procedures***.

1. Fire alarm means to evacuate the building orderly and quietly.
2. Two long bells means "All Clear" and classes are to return to their rooms.
3. If an exit is blocked, students must be aware of their alternate route
4. After exiting, do not allow students to play outside. They are to remain standing in an orderly fashion, facing away from the building, and refrain from talking to each other.
5. No one is allowed to stand in a driveway or to block a possible fire engine route.

Duties:

Each staff member will be assigned certain duties throughout the day. Types of duties include morning duty, lunch duty, recess duty, and after school duty. A copy of the assigned duties for this school year will be given to each staff member at the beginning of the school year.

Morning Duty

Morning duty begins promptly at 7:15 a.m. and ends at 7:30 a.m. for all professional staff members. It is necessary for all staff to be at their designated stations on time, so we can ensure the safety of our students. These teachers will monitor students, and classroom teachers will be responsible for providing morning work for students while they wait for their homeroom teachers to arrive at 7:30 a.m. Teachers are responsible to secure their own coverage on days when they will be out.

Lunch Duty

All students will be brought to the cafeteria and will be seated before and after they get their meals. Once students have entered the cafeteria, they are expected to follow cafeteria rules. All students are expected to use quiet voices and face towards their table while in the cafeteria. Students will remain seated at all times. Permission to get out of their seat for a restroom break or for any other reason must be granted by raising their hand. Everything will be done in an orderly manner. When recess is over, students will be lined up outside by homeroom so that teachers may pick them up and walk them back to class. (Teachers please pick up your students on time from recess since there will be one grade level outside at a time and another approaching when your students' recess is over.)

After School Duty

Once the bell has rung at the end of the day, teachers are to walk their students to their pick-up destinations. We will have staff members at different duty posts. Those assigned crosswalk duty will pick up their students from the cafeteria and escort them outside. Those assigned daycare duty will await the vehicles with the students at the West exit. Those assigned first round bus duty will walk the students to the South parking lot. Second round bus duty will wait with the students in the cafeteria. Those assisting with car pick up duty will be at the North entrance of the school. Teachers on duty will remain with students until relieved by administration.

Field Trips:

All field trips must be approved by the principal whether they are during or outside of school hours. A school representative must accompany the students on every school sponsored activity, and an eight-to-one students-to-adult ratio must be maintained. Parents must sign a permission slip before each trip they take. No telephone permission will be accepted for field trips, so do not send students to use the phone for this purpose. Students who fail to bring a permission form will need to remain in school. Teachers need to provide work for students who stayed behind. If you plan to use a school bus, all bus requisitions must be submitted to the Transportation Department at least 21 days in advance of the trip.

Fundraisers:

Fundraising will be conducted by the grade level or organization wanting to raise the funds. Approval is needed before the fundraiser takes place. The student activity clerk will be required to collect all monies generated the day of any activity, and under no circumstances will staff be permitted to keep any of the cash. This is a violation of board policy, and no staff member is authorized to do this.

All organizations, clubs, or school-sponsored groups must deposit any money collected at the end of each day. Clubs and organizations are also not permitted to open a separate checking account with a bank. Please see our activity clerk for further instructions.

Also, teams are required to maintain accurate deposit slips and receipts for monies collected and turned in. It must be understood that:

1. All money-making projects must be approved by the principal.
2. Money collected must be deposited daily with the activity clerk.
3. Money should not be placed in unlocked desks, filing cabinets, etc., and should **never** be left in the classroom overnight.
4. Check with activity clerk for activity and fund requisitions and back up information before payment is made.
5. No orders are to be placed prior to obtaining an approved purchase order
6. All guidelines and procedures delineated in the Activity Account Procedures Booklet must be followed.

Gossip:

Gossip and slandering of anyone's character will not be tolerated or appreciated for any reason. It is always impolite to spread rumors and talk about others, especially when those individuals do not have an opportunity to respond to allegations. Mission CISD is a proponent of the Values Codes that call for respect and loyalty to one another. Let us establish a supportive climate that fosters student learning. Unfortunately, the fastest way to fragment a faculty is by gossiping. If at any time, you have justifiable comments to make about one of your fellow employees, do it in a professional way by bringing the matter to their attention first. Should you not have success in communicating in this manner with the person in question, alert one of the administrators for their review.

Grading Procedures:

Although we use Tyler to input grades, it is highly recommended that each teacher also have a hard copy of these records as well, preferably in a spreadsheet or gradebook. The grade book is a method of record keeping that we will have to monitor student mastery of objectives. This information is vital in determining tutoring, grading, and promotion or retention. All records need to be maintained up to date at all times. Parents have access to see their child's grades, so it is important to input grades as soon as possible in order to keep parents abreast of their child's academic progress in your classes.

Grading System:

A minimum of twelve grades per grading period are required (two per week) for core subjects. 70% of the students' average will derive from daily assignments, and 30% will be derived from formative assessments. All grades must reflect the students' performance in class; therefore, homework cannot be taken down as a grade for the gradebook.

Daily Work:	Formative Assessments:
<ul style="list-style-type: none">• Class Work	<ul style="list-style-type: none">• Weekly Exams
<ul style="list-style-type: none">• Accelerated Reader	<ul style="list-style-type: none">• Accelerated Reader
<ul style="list-style-type: none">• Computer Lab	<ul style="list-style-type: none">• Compositions
<ul style="list-style-type: none">• Interactive Notebook	<ul style="list-style-type: none">• Tests and Quizzes
<ul style="list-style-type: none">• Projects	<ul style="list-style-type: none">• Projects
<ul style="list-style-type: none">• Cooperative Work	<ul style="list-style-type: none">• Research Papers
<ul style="list-style-type: none">• Labs or lessons	<ul style="list-style-type: none">• Science Fair

Grade Reporting:

Progress Reports

By the end of the 3rd week of each six weeks grading period, teachers must notify the parents of students who are failing or who are achieving below their ability level. Teachers must also arrange to have these students attend tutorial and include them in their RTI group. If teachers find that there is a lack of parental support, administration should be notified. Progress Report Cards will be scheduled to provide parents the opportunity to help their child bring up their averages. The dates of the progress report will be noted on the school calendar.

Six Weeks Reporting Period

Grades are reported to parents each six weeks grading period. Computerized report cards which indicate the six weeks averages and information on behavior and attendance are to be sent home at the end of each six weeks reporting period.

Grades shall not be changed once they have been officially posted, so please take the time to double check all of your entries before submission.

Transfer Students (Grades)

Students who have transferred to our school should have grades sent to us from the previous school. The grades received from other schools will be accepted for face value when figuring the semester averages, unless you are otherwise informed.

Incomplete Grades

Students who have incomplete grades should be marked as such, so there is no confusion. Students, who have not had sufficient time to make up missed work due to illness, should be given an "INC" (incomplete) on their report card. This is not to remain on the report for the next six weeks period. After this time, all incomplete grades must be changed to indicate six weeks average.

All students with an excused absence should be provided the opportunity to make up missed assignments. Students are expected to turn in work in a reasonable amount of time commenced with the length of their absence.

Hall Passes:

In order to maintain a safe and secure school environment, students will not be permitted to walk around the school without a teacher's pass. Our goal is to keep hallway traffic to a minimum, so we can increase instructional time. For this reason, all teachers must maintain a restroom log that documents each student's whereabouts.

Teachers should always send students to the office or nurse with a pass. There will be no exceptions. By documenting when and where students go during the day, we will minimize the possibility of problems that might occur in the hallway or restrooms. Office personnel and the nurse will not permit students without a pass. If a student becomes ill and needs to see the nurse, a "Clinic Pass" should be used.

Health Clinic:

Use clinic passes when sending students to the clinic. First aid boxes will be provided for each classroom for minor cuts and bruises, and please do not leave your class unmonitored to bring students to the clinic yourself. Health clinic procedures will be provided by our campus nurse.

Homework Guidelines:

Homework is an essential part of the educational process. It serves a twofold purpose:

1. To practice and reinforce skills that have been previously taught in the classroom, and
2. To develop responsibility and positive study habits.

It is vital that students and teachers review homework assignments regularly, so we can better modify our instruction to meet the needs of the students. Immediate and appropriate feedback on students' work will encourage them to want to improve, so it is a necessary practice to partake in. Constructive feedback also helps clarify any questions and possible gaps that appeared from one day to the next.

Creative assignments, allowing students to enjoy the process of carrying out their homework assignments, are proven to be more productive.

Some examples of creative assignments include sharing ideas with parents and neighbors, writing stories and poems, and listening to good radio and television programs.

Criteria for homework help to keep its selection in line with its purpose. Homework assignments should:

1. serve a valid purpose
2. be adapted to individual needs and capabilities
3. be clearly understood by the pupil
4. be motivational and related to students' interest
5. be promptly evaluated in class or by the teacher
6. develop good independent study habits
7. never be used as a disciplinary measure
8. credit should be recognized for completion and mastery, not a grade

Homework on Wednesdays

It has been our general practice in our school district not to schedule school activities and homework on Wednesday evenings due to the various church-related services. Please respect this practice.

In School Suspension (ISS):

Students will be assigned to ISS by an administrator only. It is important to note that it is not good instructional practice to have students in this setting being that they miss instruction. Let us all continue to call parents, coordinate with our school counselor, and work with principals to meet each student's needs prior to getting to the point of suspension.

ISS at O'Grady Elementary consists of the student being placed with a different teacher in a different grade level. The teacher(s) of the student will provide enough work for the amount of days that they will serve ISS outside of their classroom(s).

The purpose of the isolation is to deter future misbehavior and to offer them new choices. All consequences will be appropriate based on the infraction, and parents will be notified within 24 hours of the infraction.

Incentives:

Rewards and incentives are equally as important as consequences. Let us not offer students incentives that affect other classes or involve foods and beverages during the instructional day. The following is a list of possible incentives you may use to reward students in your classroom:

- | | |
|----------------------------------|--|
| • Games | • Verbal praise |
| • Grab bag or Toy Treasure Chest | • Positive notes or certificates |
| • Extra Points | • Positive notes or calls to parents |
| • Free Reading Time | • Music time during independent practice |
| • Tickets for Prize Raffles | • Drop lowest grade |
| • Coupons for Restaurants | • Pencils, Pens, Erasers |
| • Games | • Computer Time |
| • Grab bag or Toy Treasure Chest | • Drawing Time |
| • Teacher's Helper | • Extra Credit Assignments |

Instructional Objectives:

Teachers are required to post their instructional objectives at a visible location in their classroom, so it is easier to see what it is that students are learning each day. Having the objectives visible along with the students' knowledge of those objectives will speak volumes for the teacher's preparation and clear academic vision.

Intruder:

In case of a campus intruder, an administrator or designee will get on the intercom and give the "intruder" alert in order to caution teachers to lock their exterior class doors and cover their windows. At that time, teachers will need to ensure that students are away from the door and away from plain view. All students in the class should be asked to kneel or sit in a secure area of the room that is not in view of the door in case the intruder is looking for someone in particular. Please make sure that you or your students do not become alarmed. Students are expected to be as quiet as possible, so that they cannot be detected. Students should not be allowed to laugh or mingle during the drills.

When the area is clear, an "all clear" announcement will be made over the intercom. At this time, you may resume your scheduled activities.

Lead Teachers:

At O'Grady Elementary our department heads serve as Lead Teachers for the grade level. Lead teachers play a crucial role in assisting the campus principal to make decisions on instruction and the purchase of instructional materials. Lead teachers will oversee the general instructional functions of their grade level, and they will coordinate all team meetings held during the year. If there are any issues, concerns, or recommendations discussed by any member of the team that need to be further addressed with administration, it will be the responsibility of the lead teacher to relay that information in a timely manner.

Lead teachers are expected to meet with their team **weekly** and keep a log of their discussions in an organized format.

The following staff members have been designated Lead Teachers for this school year:

Grade Level	Teacher
Pre-Kinder	D. De La Garza
Kindergarten	L. Morales
1 st grade	M. Cantu
2 nd grade	L. Hutchins
3 rd grade	B. Lopez
4 th grade	I. Ramsey
5 th grade	B. Magallan

Lesson Plans:

Lesson plans not only serve to give teachers direction on what will happen throughout the week, but it also helps prepare students for formative and summative assessments that they will have to take in order to measure substantial gains in the TEKS of that content area. Spending ample time planning and organizing lessons, whether individually or with other colleagues, is always great practice. Some content area coordinators have organized some lesson plans for teachers to utilize, however, extending the lessons or modifying activities for certain groups of students is necessary and recommended at times.

Library Services:

Our library will be open from 7:15 a.m. to 3:45 p.m. Use of our library will be flexible, but teachers are encouraged to send students to check out books at will. We want to make sure that all library books are being properly checked out, so please remind your students to have their I.D.'s and folders ready for check out. Teachers are also encouraged to sign up with our school librarian for independent research and special class projects. The library will be reserved on a first come first serve basis.

Students must come to the LRC with a library pass. No more than two individual students may come from one class at a time unless prior arrangements were made. All students will be allowed to visit the library before and after school.

The LRC (Learning Resource Center) is an integral part of the daily activity of our school. Our LRC personnel will be more than glad to assist you in selecting materials suited for a particular unit of instruction. Faculty and staff are encouraged to suggest materials for consideration and placement in our library collection.

When planning an assignment that involves the use of library resources, please notify our LRC personnel. Some of the services provided include placing materials on reserve, sending materials to the classroom, and helping prepare bibliographies in subject areas.

A collection of professional books is also available for staff use. Staff members are urged to use these resources and may suggest other professional titles which may be helpful to them. A laminating machine, a lettering machine, and a binding machine are located in our LRC AV Room. These machines are for staff use only. Students are **not permitted** in our audio-visual room.

Lounge and Work Rooms:

Lounges and work rooms are for staff members and permitted parent volunteers only. Students are not allowed in the teacher's lounges, workrooms, or staff restrooms, so please do not send students to retrieve copies or purchase a beverage on your behalf.

Please be sure to keep the areas clean and organized. If there is any need of repair for the machines or equipment in these rooms, please be sure to notify the front office as soon as possible so that a work order can be made.

Mailboxes:

Please check your mailbox daily for important information which may require immediate action. It is recommended that staff members retrieve information in their mailbox in the morning, during their conference, and after school. All deadlines and requests must be met in a timely fashion as they help organize the campus. We want to keep all letters and information business oriented and appropriate. All staff is expected to respect each other's mailboxes.

Mentor Program (Students):

The objective at all elementary schools is to establish a strong support system for at-risk students in order to improve their quality of education at our campus. Students will be nominated by homeroom teachers in accordance to academic or social needs. Teachers will then be assigned two students from their grade level to mentor throughout the year.

Mentor Logs will be filled out every 3 weeks, one for progress and another for the end of the six weeks. Logs will include information on students' grades, attendance, struggles and strengths. The school counselor will be picking up the mentor folders at the end of every six weeks to review students' progress and meet with any students that teachers are recommending for counseling support.

Mentor Program (Teachers):

O'Grady Elementary will establish a strong support system for first year teachers and teachers new to the school. These teachers will meet as needed with their assigned mentors to ensure that they are provided guidance as needed. Mentor teachers will share teaching strategies and approaches used with special populations as mutually deemed necessary. They will arrange to observe each other according to the TX-BESS Mentoring. The mentor teacher will be responsible to offer the new teacher support throughout the year to ensure that they adjust well to the campus. Updates on professional growth will be reported to campus administration.

Nurse:

The school nurse is the medical expert on campus. Nurse Gallegos will serve as the medical advisor for teachers and students, and she will continually conduct health screens for students.

Our school nurse will maintain accurate information on all students regarding their vaccinations and health condition. She will also serve on all Medical 504 committee hearings. The school nurse will be on campus from 7:30 a.m. to 4:00 p.m. Her lunch break may vary, but if at any time there is a student that needs to see the nurse during her break, there will be someone in the office in charge of medical attention to students.

Office Referrals – Legal Documents:

At times, you will receive a request for information – grades, conduct, social skills, progress or lack thereof, etc. on a particular student. These requests are made by administrators or counselors for several uses. Most of the time, they are used to counsel with parents or students. In some instances, however, they are made a part of the official record in alternative education placement and/or expulsion cases.

Whatever the reason for the request, teachers must be meticulous to ensure that the information is factual and that detail is included. Avoid broad generalizations about a student and exercise good judgement in expressing opinions – support them with examples, details, etc. Board members and attorneys, as well as administrators and counselors, sometimes read these reports.

Discipline Referrals

It is important for all referrals to be factual, and that they include the specific language that students use against teachers. For instance, when writing a referral it is better to say things such as,

“Joe continues to talk back to me when redirected. He tells me to “Shut the hell up” and he insists on interrupting me while I teach.”

Although it is unpleasant to repeat and write down, citing the specific bad language is actually good documentation because it allows others who do not know the student and his character to determine for themselves that he is a severe case and that the necessary consequences to follow are justified. On this same note, teacher should never write in a distasteful manner expressing their personal feelings. For instance, when writing a referral one should refrain from writing things such as,

“I am fed up with his lack of respect, and I refuse to take it anymore. This kid says all kinds of bad stuff in class and he gets everyone all worked up. He is always off task and never does anything in my class. He wastes his time all day! I think it’s time for swats.”

As you see in the previous sample, it is apparent that the teacher is stressed and tired of working with the student, and she has already determined what the consequence should be. It is necessary for teachers to leave out their personal feelings so that only the facts of the matter can be reviewed. Simply stating that he “says bad stuff” does not do justice to the fact that he might have insulted you with vulgar and unacceptable terms.

Office Staff:

Office staff are the first people that will greet all parents and visitors, therefore, it is important that we greet them in a cordial and pleasant manner at all times. This approach will undoubtedly diminish possible confrontations and ensure positivity and effectiveness in carrying out the intentions of their visit. The office area will be covered at all times beginning at 7:15 a.m. until 4:30 p.m.

Office personnel set the example for the rest of the school, and must continuously maintain the highest level of confidentiality. There are many things that we see and hear at the front office that should not be shared with other teachers and parents, so it is important that we practice confidentiality at all times. In some cases, it is necessary to share factual information with administrators when actions must be taken for our students, so in these cases it is recommended for office staff to share this information in a private manner.

Parking:

Staff parking is located in the back of the campus (South) with the entrance from Holland Avenue. Please continue to utilize this parking area and lock your vehicles at all times. The gate will be locked during working hours for the safety of your vehicles and our students. The gates are unlocked during lunch hours and at the end of the day for dismissal.

Professional Learning Community (PLCs):

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

Grade level meetings will occur (TBD) during conference periods. We will meet in the conference room to discuss specific agenda items; however, teams are encouraged to bring up their own concerns and suggestions for discussion.

Department meetings will be held with reading and math coaches during conference periods on a weekly / biweekly basis. These meetings will serve the following purposes:

- to make curricular decisions
- desegregate data
- discuss lesson plans
- construct lesson activities
- ensure vertical alignment when delivering instruction

Teachers should take full advantage of the professional assistance from the reading and math coaches at our campus. When reviewing and discussing lessons, reports, results, or deliverance of lessons, coaches are expected to provide constructive feedback and teachers are expected to practice professional criticism with good tact and an open mind. Keep in mind that if we are seeking different results for our campus, then we must be open to using different teaching techniques that we might not be comfortable with at first but are surely worth our best effort.

SBDM Committee–

This committee is comprised of teacher representatives who are elected by campus staff members. They primarily serve as an advisory council to the Principal, in which they will provide assistance in decision-making for the operation of the school. Teachers may serve a three year staggered term. At least two-thirds of this committee are teachers; however, there will also be community, business, and parent representatives on this council. Sub committees will be created as needed based on the needs from the CNA (Campus Needs Assessment).

Substitutes: (Packet)

All teachers will need to prepare a substitute packet that will be readily available in case of an emergency or unexpected absence. The packet must contain a class roster(s), seating chart, assignments, daily schedule, and specific instructions on the procedures that are used in class. Sometimes unexpected events occur and teachers are unable to come in to work or they must leave early. It is always best to anticipate such events and be prepared for such instances. Substitute packets will be reviewed by administration and must be readily available for office personnel to locate for the substitute.

The following is a list of items one should include in their substitute packet:

1. Teachers name and grade level
2. Seating chart of each class
3. A copy of your class schedule
4. Forms and passes (Attendance slips, Nurse slips, library passes, etc.)
5. Group assignments (if any)
6. Statements describing routine procedures established such as room traffic, restroom breaks, student helpers (roles), disciplinary measures commonly used, etc.
7. A list of the pupils in your class with a capsule comment on any that would be of particular interest to a substitute
8. Supplemental work or an extension of the lesson is recommended for those students who work faster and finish earlier. This is also best practice to keep students engaged and disciplinary issues minimal.
9. A form or notepad on which the substitute can describe the behavior of the class, special problems that arose and school work that was completed
10. A description of your extra responsibilities and duties for each day of the week

Tardy Policy:

Students who arrive after 7:45 a.m. are considered late. These students are expected to get an admittance tardy slip from the front office. Unfortunately, students who are late continuously interrupt your class and miss out on instruction, but please keep in mind that it is usually not their fault for being late since they do not drive themselves to school. Please remember that it needs to be addressed with the parents if it becomes an issue.

Technician:

The school technician, Mr. Victor Rodriguez, will troubleshoot all of the technology issues that might arise at our campus and will be the primary source of information for technology maintenance and needs assessment. He will work on teacher requests on a first come first serve basis, so teachers are encouraged to file a work order through Helpdesk as soon as issues or problems arise. Please do not send students searching through the campus for our technician. A work order is the best way to make contact, and it is necessary for documentation purposes.

Please follow the steps below in order to place a work order:

1. Start by going to the district website www.mcisd.net
2. Place your cursor over “**Staff**” on the top menu items
3. Click the second item: **Helpdesk, AWARE, PDAS**
4. Fill in username and password (same as your work email login)
5. Click the Helpdesk icon
6. At the bottom left of the page, click on “**Create a New Request**”
7. Follow the directions and include detailed information on the issue(s) that need to be addressed
8. Submit request

Tutorial Program:

The tutorial program will begin during the first semester for all students identified with need. The program will run from 3:30 – 4:30 p.m. In addition, Saturday tutorials will take place (date TBD). Tutoring students will be monitored at all times by their teacher.

Since our goal is “**To receive a campus rating of Met Standard along with the following distinction designations: Academic Achievement in Reading/English Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness**”, teachers will target TEKS objectives and other areas of deficiency during tutorials.

If there comes a time when a teacher cannot stay for their scheduled tutoring day, it is expected for them to get a substitute for their class. **Teachers are not allowed to cancel tutoring all together without the approval of the principal.** It is important that students do not miss out on these tutorial opportunities, so coverage is necessary.

Another campus goal that we have is, “**To work as a collaborative team with one common academic goal for all students**”, therefore it is important to keep in mind that we are all here to help all of our students as a whole. There will be times that some teachers will need a tutoring substitute and it necessary for us to come through for our colleagues.

U.I.L.:

Students are highly encouraged to participate in extra-curricular activities; however, sponsors will determine eligibility from students' behavioral and academic standing. U.I.L. sponsors are also responsible for enforcing the particular standard of their club or organization.

Our campus goal is to provide students with the opportunity to excel academically in all areas and to advance to state in the areas that apply. We want to instill a winning tradition at O'Grady Elementary School. Hard work and dedication breed success in life, so practice makes perfect!

UIL Assignments

- UIL Coordinator
- Calculators
- Creative Writing
- Mathematics
- Number Sense
- Ready Writing
- Spelling
- Spanish Oral Reading
- Art Smart
- Chess Puzzles
- Dictionary Skills
- Maps, Charts, and Graphs
- Oral Reading
- Science
- Music Memory
- Story Telling

Visitors:

We care about our students' safety and our own; therefore, we want to establish the safest school environment possible. For this reason, all visitors to our campus are required to check-in at the front office during the instructional day for security reasons. We will not allow parents or any other visitors to walk into the instructional areas for any reason while there are other students in the building, unless there is a special function that we have organized. Family members who need to talk to teachers are expected to sign in at the front office as well.

Parents can request teacher conferences at their discretion if they wish to meet with any teacher, and we will certainly accommodate them. If a parent requests to speak to their child or if they want to take their child home, the parents is expected to wait for them at the front office. All students will be called out via phone system.

Volunteers:

Parent volunteers will be permitted to assist throughout the school day, but they will have already been screened with a background check and have a special ID that they will wear. Teachers will not be allowed to have personal visitors or volunteers who have not been approved in their classrooms, and under no circumstances will visitors be allowed to come in through any side doors.

Work Day Expectations:

Staff members are expected to arrive in a timely manner. As educators, it is our obligation to model that which we expect from our students, so please be prepared to start the day no later than 7:30 a.m.

All staff is required to sign in at the beginning of each morning to establish your presence. Signing in during your conference or lunch break will not be allowed. Failure to arrive to work on time and sign in daily can and will reflect on your appraisals at the end of the school year. The sign in sheet will also require signing out if you leave campus for lunch. Teachers who leave early need to sign out at the front office and get approval from an administrator. This documentation is vital and necessary and will be strictly carried out daily.

The following is a list of expectations to be carried out during the work day:

- Teachers will need to be in their classroom no later than 7:30 a.m. to receive their students in time for breakfast. The teacher work day is from 7:30 a.m. – 3:30 p.m. unless it is the teacher's duty day.
- Paraprofessionals are scheduled to work their daily 8 hours and must adhere to their designated schedules.
- All staff members will need to read their emails several times a day and check their mailboxes regularly to keep informed of school information.
- Teachers and paraprofessionals who request to leave campus during instructional time (class in session) will need to do so at least one day in advance – except in emergencies, in order to better plan your instructional day.
- Teachers who will leave for an extended period of time (two and a half hours or more) will need to request for a ½ day substitute.

The building will be open from 6:30 a.m. until 8:00 p.m. on weekdays. Office hours are from 7:15 a.m. to 4:30 p.m. Arrangements can be made with school administration if anyone needs the building unlocked at a different time.