

FORD ELEMENTARY SCHOOL FACULTY & STAFF HANDBOOK 2017-2018

Every Student,
Every Day,



No Excuses, Just Learning!

1383 Clara Avenue * Saint Louis, Missouri * Phone (314)383-0836 * Fax (314)244-1769



Rick Sullivan



Darnetta Clinckscale



Ricahrd Gaines

SPECIAL ADMINSTRATIVE BOARD SAINT LOUIS PUBLIC SCHOOLS



Dr. Kelvin R. Adams
Superintendent



Debra Moran Reimonenq
Network Superintendent



Michelle McDaniel
Principal



Dr. Diane Berendzen
Academic Instructional
Coach



Phyllis Ramsey-Monroe
Principal Designee



Jacquelyn Page
Secretary

FORD ELEMENTARY SCHOOL

July 17, 2017

Dear Ford Family,

As the new Principal of Ford Elementary School, it is an honor to become a member of the Mustang Community. During these past few weeks, I have had the opportunity to interact with staff members and have become familiar with the school building. It is my hope that we will be able to develop a collegial partnership in the education of the children.

As a product of public school, my life was deeply enhanced by classroom teachers and the school culture. Not only was I provided with a solid educational foundation, I was also inspired to realize that an education is more than the ABC's and 123's.

My education consists of a Bachelors of Arts in Organization Communication from Saint Louis University, a Masters in Teaching Special Education Cross Categorical from Fontbonne University, and a Masters in Educational Administration from Lindenwood University. I have served as an educator for 20 years as a Special Education Teacher, an Assistant Principal and Principal.

Our greatest initiative will be to work together to provide a quality education for the students at Ford Elementary School. My goal as your Principal is to provide leadership that will facilitate a school environment to provide the best possible academic instruction to meet the needs of each student to the best of our ability.

Please feel free to stop by and say hello as my door is always open.

Educationally Yours,

Michelle McDaniel



1383 Clara Avenue
Saint Louis, Missouri 63112

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EMAIL Michelle.McDaniel@slps.org
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HISTORY

Ford Elementary School is a Pre-Kindergarten through 5th grade school located in the Hamilton Heights neighborhood of North St. Louis, Missouri. Ford Elementary is located near the Monsanto YMCA, Better Family Life and Friendly Temple Church. The school has long been a focal point for the neighborhood and has served generations of families from the community. Currently, Ford enrolls approximately 187 students with an expected enrollment of 233. Of the 187 currently enrolled, 14% have an active Individual Evaluation Plan (IEP), 7.5% (14) of the students are currently identified as homeless, and 100% receive free and reduced lunch.



SAINT LOUIS PUBLIC SCHOOLS

Vision

St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

Mission

We will provide a quality education for all students and enable them to realize their full intellectual potential.

Core Beliefs

- All children can learn, regardless of their socioeconomic status, race, or gender
 - The African American Achievement Gap can be eliminated
 - Parents must be included in the education process
- Competent, caring, properly supported teachers are essential to student learning
- The community must be involved in encouraging high achievement for all children
- The St. Louis Public Schools are obligated to help students overcome any obstacles that may hinder their learning by forming partnerships with the entire community

FORD ELEMENTARY SCHOOL

Vision

We will empower students to be dynamic members of their community.

Mission

We will accomplish our vision by being –
Focused, Organized, Responsible, and
Determined



Core Values

The core beliefs and values of Ford Elementary School will be established during the Ford Elementary School Professional Development Day (August 7, 2010) and will be inserted into the Staff and Faculty Handbook.

FORD PLEDGE

My Pledge of Allegiance to Me

I can be the best by doing my best,
In everything I do
And taking pride in who I am,
My faith will see me through

I must have respect and confidence,
If I am to be
A healthy body and productive mind
And a wise human being.

So, I can be my best
By doing the best
In everything I do,
And taking pride in who I am
My faith will see me through.

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FORD ELEMENTARY CHANTS

Ford Morning Chants are an integral part of creating a positive climate for students and staff at Ford Elementary School. Various chants are used in the morning auditorium session and lead by school staff. Below are a couple of examples of chants used to enhance the culture and climate at Ford Elementary.

At Ford We

At ford we look, listen, and pay attention
Look, listen, and pay attention
Look, listen, and pay attention
Repeat 2 times
At Ford we look.

Ford

F: Stay Focused, O: Get Organized, R: Be Responsible, D: I'm Determined
Repeat 3 times

Dynamic

Dynamic is dynamite, Ford scholars students are out of site.
Repeat 3 times

Power


Who has the power to make the change: I have the power to make the change
Who has the power to make the change: You have the power to make the change
Who has the power to make the change: We have the power to make the change
Repeat 2 times

HANDBOOK GUIDELINES

Ford Elementary School is committed to the development and education of children. To achieve this goal, Ford recognizes that it needs a dedicated and excellent staff. This handbook is for use of both new and experienced employees. We hope that it helps facilitate the enriching and engaging workplace the Ford Elementary School strives to provide.

The Staff Handbook is designed to provide employees with a general summary description of Saint Louis Public Schools (SLPS) District and Ford Elementary School policies and procedures. SLPS and Ford Elementary Administration has the right to change modify, delete, deviate from, or add policies and procedures. SLPS and Ford Elementary Administration will endeavor to announce content changes as necessary. Any subsequent revisions or modifications supersede this Handbook. It is your responsibility as an employee to read this handbook in its entirety. If further clarification or interpretations are necessary, please contact school administration for assistance.

CALENDARS

FINAL FY17-18				Saint Louis Public School District 2017-2018 Academic Year Calendar						
WK	S	M	T	W	Th	F	Sa	July '17		Teachers 0/0 Students
	23	24	25	26	27	28	29	24 11 Month Staff Returns to Work		
	30	31						31 10.5 Month Staff Returns to Work		
			1	2	3	4	5	August '17		Teachers 19/12 Students
	6	7	8	9	10	11	12	7 10 Month Staff Returns to Work		16 First Class Day for All Students
	13	14	15	16	17	18	19			
	20	21	22	23	24	25	26			
	27	28	29	30	31					
						1	2			
	3	H	5	6	7	8	9	September '17		Teachers 21/20 Students
	10	11	12	13	14	PR	16	4 Holiday - Labor Day District Closed		15 Interim Progress Reports for Quarter 1
	17	18	19	20	21	22	23			
	24	25	26	27	28	29	30			
	1	2	3	4	5	6	7			
	8	9	10	11	12	PD	14			
	15	SQ	17	18/PCD	19/PCD	NS*	21	October '17		Teachers 22/20 Students
	22	23	24	25	26	27	28	12 Quarter 1 ends 41 days/264.45 hours 20 School Closed		13 Professional Development (no students) 16 Second Quarter begins 18-19 Parent conferences to be held after school on 10/18 and 10/19
	29	30	31							
				1	2	3	4			
	5	6	7	8	9	H	11			
	12	13	14	15	16	PR	18			
	19	20	21	22/NS*	H	H	25	November '17		Teachers 22/18 Students
	26	27	28	29	30			10 Holiday-Veteran's Day District Closed		17 Interim Progress Reports for Quarter 2 22 *No School for non 12 month staff; 12 month staff works/School Closed 23-24 Holiday - Thanksgiving District Closed
						1	2			
	3	4	5	6	7	8	9			
	10	11	12	13	14	15	16			
	17	18	19	20	RK	WB	23			
	24	H/WB	WB	WB	WB	WB	30	December '17		Teachers 21/14 Students
	31							20 Quarter 2 ends 43 days/277.35 hours		21 Record Keeping (no students) 22 *No School for non 12 month staff; 12 month staff works/School Closed 25 Holiday - Christmas 25-29 Winter Break (no school)
		H	PD	TQ/CR	4	5	6			
	7	8	9	10	11	12	13			
	14	H	16	17	18	19	20			
	21	22	23	24	25	26	27			
	28	29	30	31				January '18		Teachers 23/20 Students
					1	PR	3	1 Holiday - New Year's Day District Closed		2 Professional Development (no students) 3 Third Quarter Begins/Classes Resume 15 Holiday - Martin Luther King Jr. Day District Closed
	4	5	6	7	8	9	10			
	11	12	13	14	15	PD	17			
	18	H	20	21	22	23	24			
	25	26	27	28						
					1	2	3	February '18		Teachers 20/18 Students
	4	5	6	7	8	9	10	2 Interim Progress Reports for Quarter 3		16 Professional Development (no students) 19 Holiday - Presidents Day District Closed
	11	12	13	14	15	PD	17			
	18	H	20	21	22	23	24			
	25	26	27	28						
					1	2	3			
	4	5	6	7	8	9	10	March '18		Teachers 22/16 Students
	11	FQ	13	14	15	16	17	9 Quarter 3 ends 45 days/290.25 hours 26-30 Spring Break (no school)		12 Fourth Quarter Begins 21-22 Parent conferences to be held after school on 3/21 and 3/22 23 School Closed
	18	19	20	21/PCD	22/PCD	NS*	24			
	25	SB	SB	SB	SB	SB	31			
	1	2	3	4	5	6	7			
	8	9	10	11	12	13	14			
	15	16	17	18	19	PR	21	April '18		Teachers 21/21 Students
	22	23	24	25	26	27	28	20 Interim Progress Reports for Quarter 4		
	29	30								
			1	2	3	4	5			
	6	7	8	9	10	11	12			
	13	14	15	16	17	18	19			
	20	21	22	23	24	RK	26	May '18		Teachers 19/18 Students
	27	H	29/SN	30/SN	31/SN			24 Last Class Day/Quarter 4 ends 48 days/309.60 hours		25 Record Keeping (no students) 25 Last Day for 10 Month Employees 28 Holiday - Memorial Day District Closed 29-31 Snow Days
	31									
	3	4/SN	5/SN	6	7	8	9			
	10	11	12	13	14	15	16			
	17	18	19	20	21	22	23	June '18		1-5 Snow Days 29 Summer School Ends 1 Last Day for 10.5 Month Employees 4 Summer School Begins 8 Last Day for 11 Month Employees
	24	25	26	27	28	29*	30			
	1	2	3	H	5	6	7			
	8	9	10	11	12	13	14			
	15	16	17	18	19	20	21			
	22	23	24	25	26	27	28	July '18		4 Holiday - Independence Day
	29	30	31							
								Totals for the 2017/2018 School Year days; hours;		
								Student 177 Days • 177 @ 6 hr. 27 min. (6.45/day) = 1,141.65 hours		
								Teacher 210 Days • 177 teaching days, 33 without students (5 days for winter break; 5 days for spring break; 8 holidays; 2 record keeping days; 3 no school days; 8 professional development days; 4 half parent conference days; 2 classroom prep. days)		
<div><div>Assessment Days</div><div>Grade Level MAP Testing Window</div></div>										

ST. LOUIS PUBLIC SCHOOLS - PAYROLL CALENDAR 2017-2018

2017-2018 PAYROLL CALENDAR														
W2 Period	Pay Period Begin Date	Pay Period End Date	Pay Date	Holidays	No Student Dates	Breaks (W/in Sprig)	Notes	S T U D E N T D A Y S	12 Month	11.5 Month	11 Month	10.5 Month	10 Month	PERIOD
14	06/24/2017	07/07/2017	07/14/2017	Independence Day 7/4				D A Y S						E S C C
15	07/08/2017	07/21/2017	07/28/2017				11.5 M RTW 7/17	D A Y S						S S
16	07/22/2017	08/04/2017	08/11/2017				11 M RTW 7/24 - 10.5 M RTW 7/31	D A Y S						C C
17	08/05/2017	08/18/2017	08/25/2017				10 M RTW 8/07 - Students 8/16	D A Y S						R R
18	08/19/2017	09/01/2017	09/08/2017					D A Y S						O O
19	09/02/2017	09/15/2017	09/22/2017	Labor Day 9/4				D A Y S						W W
20	09/16/2017	09/29/2017	10/06/2017					D A Y S						C C
21	09/30/2017	10/13/2017	10/20/2017		13-Oct		Prof Dev 10/13	D A Y S						R R
22	10/14/2017	10/27/2017	11/03/2017		20-Oct		10/18 - 10/19 Parent Teacher Conf.	D A Y S						O O
23	10/28/2017	11/10/2017	11/17/2017	Vet. Day 11/10	10-Nov			D A Y S						W W
24	11/11/2017	11/24/2017	12/01/2017	Thanksgvg 23rd - 24th	22-Nov		11/22 holiday for non -12month employees	D A Y S						C C
25	11/25/2017	12/08/2017	12/15/2017					D A Y S						R R
26	12/09/2017	12/22/2017	12/29/2017		21-Dec		12/22 holiday for non -12month employees	D A Y S						O O
1	12/23/2017	01/05/2018	01/12/2018	Holiday 12/25 & 1/1/18	2-Jan		Winter Break 12/22 - 1/1/2018 Non 12 Month	D A Y S						W W
2	01/06/2018	01/19/2018	01/26/2018	MLK 1/15				D A Y S						C C
3	01/20/2018	02/02/2018	02/09/2018					D A Y S						R R
4	02/03/2018	02/16/2018	02/23/2018		16-Feb		Prof Dev 02/16	D A Y S						O O
5	02/17/2018	03/02/2018	03/09/2018	Pres Day 2/19				D A Y S						W W
6	03/03/2018	03/16/2018	03/23/2018				03/21 - 03/22 Parent Teacher Conf.	D A Y S						C C
7	03/17/2018	03/30/2018	04/06/2018		23-Mar		Spring Break 3/23 -3/30/18	D A Y S						R R
8	03/31/2018	04/13/2018	04/20/2018					D A Y S						O O
9	04/14/2018	04/27/2018	05/04/2018					D A Y S						W W
10	04/28/2018	05/11/2018	05/18/2018					D A Y S						C C
11	05/12/2018	05/25/2018	06/01/2018				5/24 Last Student Day 5/25 Last Day 10M	D A Y S						R R
12	05/26/2018	06/08/2018	06/15/2018	Mem Day 5/28			6/1 Last Day 10.5M - 6/8 Last Day 11M	D A Y S						O O
13	06/09/2018	06/22/2018	06/29/2018				6/29 Last Day 11.5 Principals	D A Y S						W W
14	06/23/2018	07/06/2018	07/13/2018					D A Y S						C C
								177	260	250	227	230	210	<<TARGET
								177	260	250	230	220	210	
								177	260	250	230	220	210	
								177	260	250	230	220	210	
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								177	260	250	230	220	210	
								177	260	250	230	220	210	
								177	260	250	230	220		

STAFF MEETING
Monday After School 3:15 – 5:15

First Quarter August 16, 2017 – October 12, 2017	Second Quarter October 13, 2017 – December 20, 2017	Third Quarter January 3, 2018 – March 9, 2018	Fourth Quarter March 10, 2018 – May 24, 2017
August 21, 2017	October 23, 2017	January 8, 2018	March 12, 2018
August 28, 2017	November 6, 2017	January 22, 2018	April 2, 2018
September 11, 2017	November 20, 2017	February 5, 2018	April 16, 2018
September 25, 2017	December 4, 2017	February 26, 2018	April 30, 2018
October 9, 2017	December 20, 2017 *		May 14, 2018
			May 21, 2018

PBIS TEAM MEETING
Tuesday/Thursday After School 3:15 – 4:00

August 14, 2017	October 26, 2017	January 4, 2018	March 20, 2018
August 17, 2017	November 14, 2017	January 16, 2018	April 10, 2018
August 22, 2017	November 29, 2017	February 15, 2018	April 19, 2018
August 29, 2017	December 7, 2017	February 27, 2018	May 1, 2018
September 5, 2017	December 19, 2017	March 8, 2018	May 17, 2018
September 21, 2017			
October 10, 2017			

LEADERSHIP TEAM MEETING

August 15, 2017	October 24, 2017	January 2, 2018	March 1, 2018
August 23, 2017	November 15, 2017	January 24, 2018	March 28, 2018
August 30, 2017	November 30, 2017	February 13, 2018	April 11, 2018
September 12, 2017	December 12, 2017	February 28, 2018	April 24, 2018
September 26, 2017			May 8, 2018
October 11, 2017			May 16, 2018

STAFF NEWSLETTER TO PARENT

Due Date for Edit	Due Date for Submission	Due Date for Edit	Due Date for Submission	Due Date for Edit	Due Date for Submission	Due Date for Edit	Due Date for Submission
Aug 25, 2017	Sept 1, 2017	Oct 25, 2017	Nov 1, 2017	Jan 25, 2018	Feb 1, 2018	Mar 16, 2018	Apr 2, 2018
Sep 25, 2017	Oct 2, 2017	Nov 21, 2017	Dec 1, 2017	Feb 22, 2018	Mar 1, 2018	Apr 24, 2018	May 1, 2018
		Dec 20, 2017	Jan 3, 2018 *				

REPORT CARDS/PROGRESS REPORTS

Due For Review to Principal	Due For Distribution *With Corrections Made	Due For Review to Principal	Due For Distribution *With Corrections Made	Due For Review to Principal	Due For Distribution *With Corrections Made	Due For Review to Principal	Due For Distribution *With Corrections Made
Sept 8, 2017	Sept 15, 2017	Nov. 8, 2017	Nov. 17, 2017	Feb. 25, 2017	Feb. 2, 2017	April 13, 2017	Apr 20, 2017
Oct. 10, 2017	Oct. 17, 2017	TBD	TBD	Mar 13, 2017	Mar 20, 2017	May 16, 2017	May 24, 2017

LESSON PLAN SUBMISSION

Submitted By Date	For Lesson the week of...	Submitted By Date	For Lesson the week of...	Submitted By Date	For Lesson the week of...	Submitted By Date	For Lesson the week of...
Aug. 11, 2017	Aug. 14, 2017	Oct. 16, 2017	Oct. 23, 2017	Jan. 1, 2017	Jan. 8, 2017	Mar. 12, 2017	Mar. 19, 2017
Aug. 14, 2017	Aug. 21, 2017	Oct. 23, 2017	Oct. 30, 2017	Jan. 8, 2017	Jan. 15, 2017	Mar. 19, 2017	Mar. 26, 2017
Aug. 21, 2017	Aug. 28, 2017	Oct. 30, 2017	Nov. 6, 2017	Jan. 15, 2017	Jan. 22, 2017	Mar. 26, 2017	Apr. 2, 2017
Aug. 28, 2017	Sept. 4, 2017	Nov. 6, 2017	Nov. 13, 2017	Jan. 22, 2017	Jan 29, 2017	Apr. 2, 2017	Apr. 9, 2017
Sept. 5, 2017	Sept. 11, 2017	Nov. 13, 2017	Nov. 20, 2017	Jan. 29, 2017	Feb. 5, 2017	Apr. 9, 2017	Apr. 16, 2017
Sept. 11, 2017	Sept. 18, 2017	Nov. 20, 2017	Nov. 27, 2017	Feb. 5, 2017	Feb. 12, 2017	Apr. 16, 2017	Apr. 23, 2017
Sept. 18, 2017	Sept. 25, 2017	Nov. 27, 2017	Dec. 4, 2017	Feb. 12, 2017	Feb. 19, 2017	Apr. 23, 2017	Apr. 30, 2017
Sept. 25, 2017	Oct. 2, 2017	Dec. 4, 2017	Dec. 11, 2017	Feb. 19, 2017	Feb. 26, 2017	Apr. 30, 2017	May 7, 2017
Oct. 2, 2017	Oct. 9, 2017	Dec. 11, 2017	Dec. 18, 2017	Feb. 26, 2017	Mar. 5, 2017	May 7, 2017	May 14, 2017
Oct. 9, 2017	Oct. 16, 2017	Dec. 11, 2017	Jan. 1, 2017	Mar. 5, 2017	Mar. 12, 2017	May 14, 2017	May 21, 2017
					*If snow days	*May 21, 2017	*May 28, 2017

FORD ELEMENTARY PLC SCHEDULE 2017-2018						
PLC SCHEDULE	PRESCHOOL Mon-Fri 9:40 - 10:30	KINDERGARTEN Mon-Fri 10:30 - 11:20	RELATED ARTS 11:20 - 12:10	1ST Mon-Fri 1:10 - 2:00	2nd and 3rd (Mon, Wed, Fri) 2:00-2:50 2nd (Tuesday, Thursday) 12:20-1:10 3rd (Tuesday, Thursday) 2:00 - 2:50	4TH and 5TH Mon-Fri 8:50 - 9:40
	Preschool	Kindergarten	Related Arts	1st	2nd/3rd	4th/5th
Week 2	Aug. 22	Aug. 22	Aug. 25	Aug. 25	Aug. 23 (2/3)	Aug. 23
Week 3	Aug. 29	Aug. 29	Sept. 1	Sept. 1	Aug. 30 (2/3)	Aug. 30
Week 4	Sept. 5	Sept. 5	Sept. 8	Sept. 8	Sept. 6 (2/3)	Sept. 6
Week 5	Sept. 12	Sept. 12	Sept. 15	Sept. 15	Sept. 13 (2/3)	Sept. 13
Week 6	Sept. 22	Sept. 22	Sept. 20	Sept. 20	Sept. 18 (2/3)	Sept. 18
Week 7	Sept. 29	Sept. 29	Sept. 25	Sept. 25	Sept. 27 (2/3)	Sept. 18
Week 8	Oct. 4	Oct. 4	Oct. 3	Oct. 3	Oct. 2 (2/3)	Sept. 18
Week 9	Oct. 10	Oct. 10	Oct. 9	Oct. 9	Oct. 11 (2/3)	Sept. 18
Week 10						
Week 11	Oct. 25	Oct. 25	Oct. 24	Oct. 24	Oct. 23 (2/3)	Oct. 23
Week 12	Oct. 30	Oct. 30	Nov. 3	Nov. 3	Nov. 1 (2/3)	Nov. 1
Week 13	Nov. 6	Nov. 6	Nov. 7	Nov. 7	Nov. 8 (2/3)	Nov. 8
Week 14	Nov. 14	Nov. 14	Nov. 15	Nov. 15	Nov. 17 (2/3)	Nov. 17
Week 15						
Week 16	Nov. 29	Nov. 29	Nov. 28	Nov. 28	Nov. 27 (2/3)	Nov. 27
Week 17	Dec. 5	Dec. 5	Dec. 6	Dec. 6	Dec. 4 (2/3)	Dec. 4
Week 18	Dec. 11	Dec. 11	Dec. 12	Dec. 12	Dec. 13 (2/3)	Dec. 13
Week 19						
Week 20						
Week 21	Jan. 10	Jan. 10	Jan. 9	Jan. 9	Jan. 8 (2/3)	Jan. 8
Week 22	Jan. 16	Jan. 16	Jan. 19	Jan. 19	Jan. 17 (2/3)	Jan. 17
Week 23	Jan. 23	Jan. 23	Jan. 24	Jan. 24	Jan. 22 (2/3)	Jan. 22
Week 24	Jan. 29	Jan. 29	Jan. 30	Jan. 30	Jan. 31 (2/3)	Jan. 31
Week 25	Feb. 6	Feb. 6	Feb. 5	Feb. 5	Feb. 7 (2/3)	Feb. 7
Week 26	Feb. 14	Feb. 14	Feb. 13	Feb. 13	Feb. 12 (2/3)	Feb. 12
Week 27	Feb. 20	Feb. 20	Feb. 23	Feb. 23	Feb. 21 (2/3)	Feb. 21
Week 28	Feb. 26	Feb. 26	Mar. 2	Mar. 2	Feb. 28 (2/3)	Feb. 28
Week 29	Mar. 6	Mar. 6	Mar. 7	Mar. 7	Mar. 5 (2/3)	Mar. 5
Week 30	Mar. 14	Mar. 14	Mar. 13	Mar. 13	Mar. 12 (2/3)	Mar. 12
Week 31						
Week 32	Apr. 6	Apr. 6	Apr. 3	Apr. 3	Apr. 4 ((2/3)	Apr. 4
Week 33	Apr. 10	Apr. 10	Apr. 11	Apr. 11	Apr. 9 (2/3)	Apr. 9
Week 34	MAP TESTING WINDOW - PLC MEETING WILL BE SCHEDULED AT A LATER DATE					
Week 35						
Week 36						
Week 37	May. 8	May. 8	May. 9	May. 9	May 7 (2/3)	May. 7
Week 38	May. 14	May. 14	May. 15	May. 15	May 16 (2/3)	May. 16
Week 39						
Week 40						
SCHOOL VISIT DR. REIMONENQ						
MCDANIEL ASCD CONFERENCE						

STAFFING

PRINCIPAL:	Michelle McDaniel
ACADEMIC INSTRUCTIONAL COACH:	Dr. Dianne Berendzen
PRINCIPAL DESIGNEE/SIST:	Phyllis Ramsey Monroe
SECRETARY:	Jacquelyn Page
COUNSELOR:	Lanita Hardieway Cherry
SOCIAL WORKER:	Lucy Wilbert
NURSE:	Nina Mason
FAMILY COMMUNITY INVOLVMENT SPECIALIST:	Joseph Cleveland
PBIS/ISS SPECIALIST:	TBD
PRESCHOOL TEAM:	JoAnn Powers-Hartmann, Teacher Samantha March, Teacher Barrie Jones, Teacher's Assistant Pamela Donaldson, Teacher's Assistant
KINDERGARTEN TEAM:	Crystal Bounds, Teacher Cathalean Griffin, Teacher
FIRST GRADE TEAM:	Johna Rhodes Chanelle Williams
SECOND GRADE TEAM:	Zebulun Hoffman Angela Robinson
THIRD GRADE TEAM:	Robyn White Marquita Hicks
FOURTH GRADE:	Sabrina Bonnett Diane Wicker
FIFTH GRADE:	Tifani Allen
CROSS-CATEGORICAL TEAM:	Kendra Lopes Clark, Teacher Lynette Williams, Teacher Tonya White, Instructional Care Aide
RELATED ARTS TEAM:	Jasmine Spann, Music Alisa Saddler, Art Nathan Caldwell, PE Alexandria Thompson, Library

SCHEDULES

FORD ELEMENTARY SCHOOL MASTER SCHEDULE (Monday, Wednesday, Friday)

	Pre-K March Powers-Hartmann	Kindegarten Bounds and Griffin	1A Rhodes	1B C. Williams	2A Hoffman	2B Robinson	3A White	3B Hicks	4A Bonnett	4B Wicker	5 Allen	
0 HOUR	ZERO HOUR INTERVENTION											0 HOUR
8:05 - 8:20	Classroom Meeting	Classroom Meeting	Classroom Meeting	Classroom Meeting	Classroom Meeting	Classroom Meeting	Classroom Meeting	Classroom Meeting	Classroom Meeting	Classroom Meeting	Classroom Meeting	8:10 - 8:20
8:20-8:30	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	8:20-8:30
8:30-8:40	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	8:30-8:40
8:40-8:50	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	SIPPS	8:40-8:50
8:50-9:00	GR/Writing	BEING A WRITER	BEING A WRITER	BEING A WRITER	BEING A WRITER	BEING A WRITER	GR/Writing	GR/Writing	SPECIALS	SPECIALS	SPECIALS	8:50-9:00
9:00-9:10	GR/Writing	BEING A WRITER	BEING A WRITER	BEING A WRITER	BEING A WRITER	BEING A WRITER	GR/Writing	GR/Writing	SPECIALS	SPECIALS	SPECIALS	9:00-9:10
9:10-9:20	GR/Writing	BEING A WRITER	BEING A WRITER	BEING A WRITER	BEING A WRITER	BEING A WRITER	GR/Writing	GR/Writing	SPECIALS	SPECIALS	SPECIALS	9:10-9:20
9:20-9:30	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	SPECIALS	SPECIALS	SPECIALS	9:20-9:30
9:30-9:40	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	SPECIALS	SPECIALS	SPECIALS	9:30-9:40
9:40-9:50	SPECIALS	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GR/Writing	GR/Writing	GR/Writing	9:40-9:50
9:50-10:00	SPECIALS	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GR/Writing	GR/Writing	GR/Writing	9:50-10:00
10:00-10:10	SPECIALS	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GR/Writing	GR/Writing	GR/Writing	10:00-10:10
10:10-10:20	SPECIALS	MAKING MEANING	MAKING MEANING	MAKING MEANING	MAKING MEANING	MAKING MEANING	ELA	ELA	ELA	ELA	ELA	10:10-10:20
10:20-10:30	SPECIALS	MAKING MEANING	MAKING MEANING	MAKING MEANING	MAKING MEANING	MAKING MEANING	ENGAGE	ENGAGE	ENGAGE	ENGAGE	ENGAGE	10:20-10:30
10:30-10:40	LITERACY CENT	SPECIALS	MAKING MEANING	MAKING MEANING	MAKING MEANING	MAKING MEANING	ELA	ELA	ELA	ELA	ELA	10:30-10:40
10:40-10:50	LITERACY CENT	SPECIALS	MAKING MEANING	MAKING MEANING	MAKING MEANING	MAKING MEANING	ENGAGE	ENGAGE	ENGAGE	ENGAGE	ENGAGE	10:40-10:50
10:50-11:00	LITERACY CENT	SPECIALS	MAKING MEANING	MAKING MEANING	MAKING MEANING	MAKING MEANING	ELA	ELA	ELA	ELA	ELA	10:50-11:00
11:00-11:10	LUNCH/RECESS	SPECIALS	MATH	MATH	MATH	MATH	MATH	MATH	GUIDED READING	GUIDED READING	GUIDED READING	11:00-11:10
11:10-11:20	LUNCH/RECESS	SPECIALS	MATH	MATH	MATH	MATH	MATH	MATH	GUIDED READING	GUIDED READING	GUIDED READING	11:10-11:20
11:20-11:30	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	MATH	MATH	GUIDED READING	GUIDED READING	GUIDED READING	11:20-11:30
11:30-11:40	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	MATH	MATH	GUIDED READING	GUIDED READING	GUIDED READING	11:30-11:40
11:40-11:50	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	MATH	MATH	GUIDED READING	GUIDED READING	GUIDED READING	11:40-11:50
11:50-12:00	STORY/NAP SNACK RESTROOM	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	MATH	MATH	MATH	MATH	MATH	11:50-12:00
12:00-12:10	STORY/NAP SNACK RESTROOM	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	MATH	MATH	MATH	MATH	MATH	12:00-12:10
12:10-12:20	STORY/NAP SNACK RESTROOM	REST. CIRCLE Classroom Meeting	REST. CIRCLE Classroom Meeting	REST. CIRCLE Classroom Meeting	REST. CIRCLE Classroom Meeting	REST. CIRCLE Classroom Meeting	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	12:10-12:20
12:20-12:30	STORY/NAP SNACK RESTROOM	MAKING MEANING	MATH	MATH	MATH	MATH	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	12:20-12:30
12:30-12:40	STORY/NAP SNACK RESTROOM	MAKING MEANING	MATH	MATH	MATH	MATH	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	12:30-12:40
12:40-12:50	STORY/NAP SNACK RESTROOM	MAKING MEANING	MATH	MATH	MATH	MATH	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	12:40-12:50
12:50-1:00	STORY/NAP SNACK RESTROOM	MATH	MATH	MATH	MATH	MATH	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	12:50-1:00
1:00-1:10	STORY/NAP SNACK RESTROOM	MATH	MATH	MATH	MATH	MATH	REST. CIRCLE Classroom Meeting	REST. CIRCLE Classroom Meeting	REST. CIRCLE Classroom Meeting	REST. CIRCLE Classroom Meeting	REST. CIRCLE Classroom Meeting	1:00-1:10
1:10-1:20	STORY/NAP SNACK RESTROOM	MATH	SPECIALS	SPECIALS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	MATH	MATH	MATH	1:10-1:20
1:20-1:30	STORY/NAP SNACK RESTROOM	MATH	SPECIALS	SPECIALS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	MATH	MATH	MATH	1:20-1:30
1:30-1:40	MATH	MATH	SPECIALS	SPECIALS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	MATH	MATH	MATH	1:30-1:40
1:40-1:50	MATH	MATH	SPECIALS	SPECIALS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	MATH	MATH	MATH	1:40-1:50
1:50-2:00	MATH	MATH	SPECIALS	SPECIALS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	MATH	MATH	MATH	1:50-2:00
2:00-2:10	MATH	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SPECIALS	SPECIALS	SPECIALS	SPECIALS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday SCIENCE/SCIENCE LAB Integrate Science Research and Library Check out Books	2:00-2:10
2:10-2:20	MATH	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SPECIALS	SPECIALS	SPECIALS	SPECIALS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday SCIENCE/SCIENCE LAB Integrate Science Research and Library Check out Books	2:10-2:20
2:20-2:30	CENTERS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SPECIALS	SPECIALS	SPECIALS	SPECIALS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday SCIENCE/SCIENCE LAB Integrate Science Research and Library Check out Books	2:20-2:30
2:30-2:40	CENTERS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SPECIALS	SPECIALS	SPECIALS	SPECIALS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday SCIENCE/SCIENCE LAB Integrate Science Research and Library Check out Books	2:30-2:40
2:40-2:50	CENTERS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SPECIALS	SPECIALS	SPECIALS	SPECIALS	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday	SCIENCE Mon-Wed Social Studies Thursday Friday SCIENCE/SCIENCE LAB Integrate Science Research and Library Check out Books	2:40-2:50
2:50-3:00	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	2:50-3:00
3:00-3:12	DISMISSAL											3:00-3:12
3:15 - 5:30	EXTENDED DAY	EXTENDED DAY	EXTENDED DAY	EXTENDED DAY	EXTENDED DAY	EXTENDED DAY	EXTENDED DAY	EXTENDED DAY	EXTENDED DAY	EXTENDED DAY	EXTENDED DAY	3:15 - 5:30

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RELATED ARTS SCHEDULE (Music, Art, PE, Counseling, Library)									
MONDAY/WEDNESDAY/FRIDAY					TUESDAY/THURSDAY				
8:05 - 8:20	MORNING DUTY				MORNING DUTY				8:05 - 8:20
8:20-8:30	SIPPS				SIPPS				8:20-8:30
8:30-8:40									8:30-8:40
8:40-8:50									8:40-8:50
8:50-9:00	BONNETT	WICKWR	ALLEN	INTERVENTION	BONNETT	WICKER	ALLEN	INTERVENTION	8:50-9:00
9:00-9:10	ART (MON)	MUSIC (MON)	GYM (MON)	MONTGOMERY FORD (WHEN AVAILABLE)	LIBRARY (TUES)	COUNSELING (TUES)	SELF ESTEEM (TUES) OUTSIDE AGENCY	MONTGOMERY FORD (WHEN AVAILABLE)	9:00-9:10
9:10-9:20	MUSIC (WED)	GYM (WED)	ART (WED)		COUNSELING (THURS)	LIBRARY (THURS)	COUNSELING (THURS) OUTSIDE AGENCY		9:10-9:20
9:20-9:30	GYM (FRI)	ART (FRI)	MUSIC (FRI)		9:20-9:30				
9:30-9:40					9:30-9:40				
9:40-9:50	MARCH	POWERS-HARTMAN	INTERVENTION TIME		MARCH	POWERS-HARTMAN	INTERVENTION TIME		9:40-9:50
9:50-10:00	ART (MON)	MUSIC (MON)	MONTGOMERY/FARMER (WHEN AVAILABLE)		LIBRARY (TUES)	COUNSELING (TUES)	CALDWELL		9:50-10:00
10:00-10:10	MUSIC (WED)	GYM (WED)			COUNSELING (THURS)	LIBRARY (THURS)	SPANN		10:00-10:10
10:10-10:20	GYM (FRI)	ART (FRI)			MONTGOMERY/FARMER (WHEN AVAILABLE)	10:10-10:20			
10:20-10:30									10:20-10:30
10:30-10:40	BOUNDS	GRIFFIN	INTERVENTION TIME		BOUNDS	GRIFFIN	INTERVENTION TIME		10:30-10:40
10:40-10:50	ART (MON)	MUSIC (MON)	MONTGOMERY/FARMER (WHEN AVAILABLE)		LIBRARY (TUES)	COUNSELING (TUES)	CALDWELL		10:40-10:50
10:50-11:00	MUSIC (WED)	GYM (WED)			COUNSELING (THURS)	LIBRARY (THURS)	SPANN		10:50-11:00
11:00-11:10	GYM (FRI)	ART (FRI)			MONTGOMERY/FARMER (WHEN AVAILABLE)	11:00-11:10			
11:10-11:20						11:10-11:20			
11:20-11:30	PLAN				PLAN				11:20-11:30
11:30-11:40									11:30-11:40
11:40-11:50									11:40-11:50
11:50-12:00									11:50-12:00
12:00-12:10									12:00-12:10
12:10-12:20	LUNCH DUTY				LUNCH DUTY HOFFMAN Library 12:20 -1:10 (Tues) HOFFMAN Counseling 12:20 -1:10 (Thurs) ROBINSON Music 12:20 -1:10 (Thurs) ROBINSON Library 12:20 -1:10 (THURS)				12:10-12:20
12:20-12:30									12:20-12:30
12:30-12:40									12:30-12:40
12:40-12:50									12:40-12:50
12:50-1:00									12:50-1:00
1:00-1:10									1:00-1:10
1:10-1:20									1:10-1:20
1:20-1:30									1:20-1:30
1:30-1:40	ART (MON)	MUSIC (MON)			LIBRARY (TUES)	COUNSELING (TUES)	CALDWELL		1:30-1:40
1:40-1:50	MUSIC (WED)	GYM (WED)	BECK		COUNSELING (THURS)	LIBRARY (THURS)	SPANN		1:40-1:50
1:50-2:00	GYM (FRI)	ART (FRI)	SPANN				MONTGOMERY/FARMER (WHEN AVAILABLE)		1:50-2:00
2:00-2:10									2:00-2:10
2:10-2:20	HOFFMAN	ROBINSON	WHITE	HICKS	WHITE	HICKS	INTERVENTION TIME		2:00-2:10
2:20-2:30	ART (MON)	GYM (MON)	COUNSELING (MON)	MUSIC (MON)	ART (TUES) SPANN	LIBRARY(TUES)	CALDWELL Tues/Thurs		2:10-2:20
2:20-2:30	GYM (WED)	COUNSELING (WED)	MUSIC (WED)	ART (WED)	LIBRARY(THURS)	GYM (THURS)	BECK Thursday		2:20-2:30
2:30-2:40	MUSIC (FRI)	ART (FRI)	GYM (FRI)	COUNSELING (FRI)			SPANN Thursday		2:30-2:40
2:40-2:50							MONTGOMERY/FARMER (WHEN AVAILABLE)		2:40-2:50
2:50-3:00	Prepare for Dismissal				Prepare for Dismissal				2:50-3:00
3:00-3:12	DISMISSAL								3:00-3:12

LUNCH DUTY				
MODAY-FRIDAY	MONDAY-FRIDAY		MONDAY-FRIDAY	
FIRST LUNCH PRESCHOOL	SECOND LUNCH K-2		THIRD LUNCH 3rd - 5th	
11:00 - 11:20 LUNCH	11:20 - 11:35 LUNCH		12:10 - 12:25 LUNCH	
11:20 - 11:50 RECESS	11:35 - 12:10 RECESS		12:25 - 1:00 RECESS	
11:00-11:50	11:20 - 11:50		12:10 -12:40	
POWERS-HARTMANN	RAMSEY-MONROE		CALDWELL	
MARCH	ISS/PBIS		BECK	
JONES	11:20 - 11:40 Semester 1	11:20 - 11:40 Semester 2	SPANN (Not on Thursday)	
DONALDSON	BOUNDS	GRIFFIN	12:10 - 12:30 Semester 1	12:10 - 12:30 Semester 2
	RHODES	C. WILLIAMS	BONNETT	WICKER
	HOFFMAN	ROBINSON	HICKS	WHITE
	11:50 - 12:10 Semester 1	11:50 - 12:10 Semester 2		ALLEN
<i>Teachers and TA's will alternate lunch duringg</i>	C. WILLIAMS	BOUNDS	12:40 - 1:00 Semester 1	12:40 - 1:00 Semester 2
<i>Story/Nap/Snack Time</i>	ROBINSON	RHODES	WICKER	BONNETT
	GRIFFIN	HOFFMAN	WHITE	HICKS
			ALLEN	

ARRIVAL/DISMISSAL PROCEDURES

Ford Elementary Arrival Procedures

7:35 – 7:55 – Breakfast Duty (**White, Clark, L.Williams**)

Students arrive to school entering through the back door.

K-5 students proceed to the cafeteria for breakfast following directions from the staff on duty

7:50 – All safety patrol report to first floor entry area to prepare for duty (**Berendzen**).

7:55 – K-5 student's transition from the cafeteria to the gym following directions from the staff on duty. Before entering the gym, students get a book to read, if they do not already have one. Students walk the black line to their class line in the gym, and sit at a Level Zero (0) facing the center of the gym.

(L. Williams will remain in the cafeteria until 8:05)

8:05-8:13 - **All staff** (except preschool) report to the gym to help monitor their students. This requires active supervision of all staff. The expectation is that student remain at a level zero during morning meeting time. Morning announcements pledge and chants will take place during this time. All staff are expected to participate and lead the morning meetings. (A schedule of staff participation will be distributed).

8:13 – Classrooms start exiting from the gym. As each grade level is announced, the students stand where they are in their line, and wait for direction from their teacher to walk to the exit door.

8:20 – Classes begin.

Preschool

- Upon entry to the building, preschool students proceed to room at “Mustang Alley” (across from Art Room). **Cherry and Ms. Donaldson** will supervise students.
Cherry Remain in the Mustang Alley Hallway to make sure those preschool students that enter the building report directly to the preschool breakfast room.
- **7:55** – Ms. Jones will escort the preschool students to the cafeteria to eat breakfast.
- **8:05-8:13** – Preschool staff report to the cafeteria and begin morning meeting).
- **8:20** – Classes begin.

Ford Elementary Dismissal Procedures

The dismissal log for bus and pick-up will be distributed daily upon entry to your duty location and will be collected daily. Mr. Caldwell will distribute the logs for the gym and Ms. Spann will distribute for the cafeteria. **Please make sure that you return them to Mr. Caldwell and Ms. Spann EVERYDAY.**

2:50 – All safety patrol report to first floor entry area

2:50 – 3:00 – First Floor Dismissal (**Powers-Hartmann, March, Jones, Donaldson, Bounds, Griffin**)

Preschool teachers will line the P3s and P4s in the hallway according to bus riders and pickups.

- The teachers’ assistants will take all bus riders to the gymnasium.
- The preschool teachers will take the pick-ups to the cafeteria.

Kindergarten teachers will line the students in the hallway and form two lines, one for bus riders, and one for pick-ups. Bounds will take pick-ups to the cafeteria. Griffin will take bus riders and walkers to the gymnasium

3:00 – 3:05 – Second Floor Dismissal

Second Floor South – (Rhodes, C. Williams, Hoffman, Robinson, L. Williams, ICA)

Teachers will line their students up in the classroom and in the following order: van/cab riders, pick-ups, walkers, and bus riders.

Walking with your class, proceed to the South stairwell. Van/Cab riders, walk to the main office and have a seat silently on the bench outside of the main office.

Continue down to the South stairs leading to the cafeteria and the gym. Pick-ups are to report immediately to the cafeteria (as guided by teachers on duty). As walkers and bus riders report to the gymnasium with their classroom teachers, students are to walk the black line to their bus line and sit silently until their bus number is called.

Second Floor North – (White, Hicks, Bonnet, Wicker, Allen)

Teachers will line their students up in the classroom and in the following order: van/cab riders, pick-ups, walkers, and bus riders.

Walking with your class, proceed to the North stairwell. Van/Cab riders, walk to the main office and have a seat silently on the bench outside of the main office.

Continue down to the North stairs leading to the cafeteria and the gym. Pick-ups are to report immediately to the cafeteria (as guided by teachers on duty). As walkers and bus riders report to the gymnasium with their classroom teachers, students are to walk the black line to their bus line and sit silently until their bus number is called.

ONCE TEACHERS ARRIVE TO THE COMMON AREA DOWNSTAIRS THEY ARE TO REPORT TO THEIR DISMISSAL DUTY AREA IMMEDIATELY.

The following are the assigned duty posts for the remaining faculty and staff:

Spann – Cafeteria (Parent Sign-In/Out Area)

Caldwell – Cafeteria to greet parents (until Zero hour begins)

Ramsey-Monroe - Gym

Cherry – K-2 Table

Clark – Cafeteria 3-5 Table

Cleveland - Common Area outside of cafeteria and gym

Berendzen – Upstairs in common area organizing safety patrol. Overseeing safety patrol until all have vacated the building.

Farmer – Cafeteria K-2 Tables (Unless assigned to a classroom for the day)

Montgomery – Cafeteria 3-5 Tables (Unless assigned to a classroom for the day)

Mason – Entry Corridor (Make sure no parents are entering the building through the front door)

Art Teacher – Cafeteria (fill –in where needed Tuesday/Thursday)

Thompson – Cafeteria 3-5 Tables (Tuesday/Thursday)

PBIS – Cafeteria K-2 Table

Page – Make sure van/cab riders are transported.

Wilbert – Cafeteria 3-5 Tables (Tuesday/Thursday)

Teachers, make sure that your door to your classroom is locked.

ANNOUNCEMENTS/INTERCOM

Learning is the number one focus at Ford Elementary School. Therefore, it is imperative that is minimal to none interruptions during instruction. However, any announcement made from the office, is important. Students and staff are expected to stop and listen when announcements are made. Morning Announcements will be each morning during the Morning Meeting. If you have announcements for the AM Announcements, please have them in the office by 8 am. Afternoon Announcements will be at 3:00 p.m. each day. If you have a school-wide announcement for the PM Announcements, please send them to the office by 2:00 p.m.

ASSEMBLIES

Assemblies are intended to be an educational as well as an edutaining experience. They also provide an opportunity for students to learn to be a great audience. The presence of **ALL** staff members is expected

during school assemblies, unless other administrative directives are given. It is important that staff members be positioned with or near students to assist with the **ACTIVE SUPERVISION** of our students. Students should know and understand that when classes are cancelled for an auditorium sessions, it is an important event for students and staff. Please see the principal if there is an occasion when you cannot participate in a whole school program.

For assemblies, the office staff will:

- call classes/groups when it is time to transition to the gym

For assemblies, teachers will:

- Inform their students of the assembly
- Discuss expectations for participation **
- Escort their classes to the assembly and be seated with their students
- Assist with the success of the assembly

For assemblies, the students will:

- Proceed to the assembly following the expectations
- Enter and sit quietly as directed by adults
- Be seated in their assigned classroom lines
- Participate in assemblies as necessary
- Be removed if they have difficulty following assembly guidelines

*** Please refer to Auditorium Session Behavior Expectation Lesson Plan*

Celebrations and Ceremonies

A schedule for programs, ceremonies, and celebrations will be established at the beginning of the school year. Other proposed events must be submitted one month in advance to allow for proper planning and preparation. A typed proposal stating the event, time, audience, supervision, and purpose must be submitted to the principal for approval.

ASSESSMENT

All staff members will adhere to the District's testing schedule, administration policies and instructions, and code of ethics for benchmark tests, STAR, ACUITY, and MAP. The test coordinator will provide training.

Test Coordinator(s) will:

- Develop the testing schedules.
- Update rosters with new students and their login information.
- Train teachers on testing protocols as needed.
- Provide testing documents, instructions, and schedules to teachers.
- Prepare the computer lab for testing.
- Support teachers in getting student logged in for testing.
- Serve as proctors as necessary.

Teachers will:

- Review testing materials and instructions prior to testing.
- Escort students to the testing location.
- Ensure that student testing information is accurate.
- Review testing expectations with students.

- Monitor students during testing.

Students will:

- Follow procedures for testing.
- Memorize their login information and enter it when required.
- Work hard to complete all parts of the assessment.
- Use testing strategies to select the best responses.
- Bring a book to read quietly when done testing.
-

All documents must be completed neatly and correctly, and submitted according to established timelines.

ATTENDANCE (STAFF)

Our goal for staff attendance this year is 100%. Everyone is encouraged to make every effort to attend every day to achieve this goal. Tardiness and absenteeism are among the major contributors to the lack of continuity in educational programs and services for students. Therefore, the Board of Education expects all employees to be on the job on time every scheduled workday unless otherwise authorized. The attendance of all employees shall be governed by the guidelines specified in the district's publication entitled, Monitoring Employee Attendance (http://sab.slps.org/Board_Education/policies/4610%201.htm http://sab.slps.org/Board_Education/policies/4610%202.htm).

No employee shall be away from his/her assigned duties without authorization for any reason whatsoever.

To ensure that all employees are treated fairly and to protect them from arbitrary action, supervisors and administrators shall discuss with their subordinates at periodic intervals the reasons for employee absences and/or tardiness and shall be required to counsel employees and make this counseling a matter of record before taking any adverse action against employee.

Swipe-In and Swipe-Out

The first official act upon reporting for work each day is to swipe your I.D. card through Kronos, then sign the Sign-In book located on the front desk. These are very important records for payroll accountability. Please do not have another person swipe or sign in or out for you. These are legal documents and signing for another person may constitute a violation of school board policy.

Please swipe and sign in/out the ACTUAL time of arrival/departure.

All staff must be on duty at their duty post by 8:05 a.m., which is 15 minutes before the start of the regular school day.

If for any reason, it becomes necessary to leave early, the sign-in sheet must reflect the time of departure.

Tardies

Arrival after 8:05 a.m. constitutes tardiness. **Teachers should be at their duty location no later than 8:05.** In cases of an emergency, which will not allow you to report to work on time, you must call the school. Please ask to speak to the secretary and provide her with the necessary information that is needed to ensure effective coverage for your class. Emergencies do happen, but not on a regular basis; therefore, the office will not expect many of these calls. Promptness to work is part of an employee's professional obligation to the school and district.

Any tardiness in attendance for classes and/or duty assignments will be addressed by the Principal, and may involve the Human Resource Department.

Reporting Absence

If an absence can be anticipated, please notify the Principal and Secretary by phone and email secretary at least one day prior to the absence. If an absence is unanticipated, all staff should contact the Principal and/or the secretary to report the absence.

Ms. Michelle McDaniel - 314.327.8861 *cellphone*

Ms. Page – 314.383.0836 *school*

Staff members who are frequently absent and/or report to work late or leave early are considered unsatisfactory. A staff member who is inconsistent and/or arrives late/leaves early occasionally is considered basic. A staff member who consistently arrives on time, is ready to begin work at the designated start time, and schedules time off well in advance is considered proficient. A distinguished teacher is rarely absent or late unless the situation is of an emergency nature.

Leave of Absence

- Due at least two (2) weeks before effective date.
- Make sure the Principal's signature is obtained.
- Personnel should ignore the center section "For Study"; an official application for sabbatical leave should be completed and approved for this purpose.
- Forms should be typed.
- Most errors made in completing this form are the following:
 - Failure to sign form
 - Sending form directly to Human Resources without principal's signature
 - Failure to fill in social security number
 - Failure to submit on time

Application for leave is Form IN-34

Leaving the Building/Leaving Early

During the instructional day, all staff members are officially on duty. Preparation periods are an essential part of the instructional day. Requests for a dismissal before the end of the school day are discouraged. Dismissals that cause a break in the continuity of the instructional program, team planning and supervision may not be granted. Administrative authorization is needed to leave the building during the instructional day for emergencies and non-emergencies. Employees are expected to remain on the school premises during any unassigned periods, except in emergency situations, in which case they are to notify the office.

Personal Appointments

Staff members are reminded to make doctor/dental/lawyer appointments, etc. during times other than the normal workday. Please make every attempt to make sure that appointments are not on Staff Meeting days, and that these appointments are after the workday, on weekends or on non-work days.

Personal Time Off (PTO)/Sick Days

Under this new policy, all full-time benefit eligible staff members will be granted sick days each fiscal year, in accordance with their employment status. Certificated teachers, administrators and non-certificated 10 and 10.5 month staff members will be granted 10 days of sick leave per year. All 11-month employees will be granted 11 days of sick leave per year, and all 12-month employees will be granted 12 days of sick leave. Each

fiscal year, in addition to sick leave days, all 10, 10.5 and 11 month employees will be granted two (2) personal days. Twelve (12) month employees are not granted additional personal days due to having vacation days but may use two (2) sick days as personal days.

Request for PTO must be submitted 48 hours prior to the absence and cannot be taken during district black out days. The request must be made to Dr. Taylor in writing, and will be confirmed or denied in writing. Sub Plans for Scheduled Absences Each teacher will keep an emergency substitute folder in the main office. The emergency sub folder will only be used in the case of a true emergency. Once the folder has been used, it is the responsibility of the teacher to replace the work in the emergency substitute folder. Once the teacher returns to work after an emergency absence, they have 24 hours to update their emergency sub folder. When you know that you are going to be absent, we will not use your Sub Plans. You are responsible for leaving easy to follow substitute plans for each day that you are scheduled to be out. Sub plans should include all the information listed below, but should support what you are currently teaching.

The building secretary will be responsible for assigning a substitute to your classroom on the days you are going to be out. We will work hard to schedule substitutes ahead of time so you will be able to meet with the sub prior to your absence.

Sick leave may be used for the absences necessitated because of personal illness, injury or accident, or a medical disability that prevents an employee from performing his or her duties in accordance with state and federal law. Sick leave may also be used to care for a child, spouse or parent's "serious health condition" as defined in the Family Medical Leave Act.

Board of Education Blackout Days (APPENDIX A-3)

Employees shall not take PTO during the following periods, except in cases of personal illness, illness of an immediate family member or an emergency:

1. The first two weeks of classes during each school year.
2. The last two weeks of classes during each school year.
3. Following notice of an impending suspension or discharge.
4. MAP Testing Window
5. District-Wide Professional Development

The Absence Policy is explained more in detail in "2011-2014 POLICY STATEMENT FOR TEACHERS, SECRETARIAL/CLERICAL PARAPROFESSIONAL EMPLOYEES."

Funeral Leave

One should follow the absence reporting procedures. A Bereavement Leave Form, indicating the relationship of the deceased should be submitted along with verification (funeral program and/or a verification slip provided by the funeral home). **It is important that you carefully study the funeral leave agreement for relationships and number of days granted.** (Forms available on line)

ATTENDANCE (STUDENT)

Teachers are responsible for reporting attendance accurately in SIS as well as sending a paper copy to the office by 9:00 a.m. Students who are regularly tardy to school or check out early are to be reported to the social worker.

- Teachers will enter daily attendance in SIS by 9:00 a.m.
- Students who have excused absences will be marked that their attendance can be updated. Students must have a late/tardy slip to be admitted to class.
- Teachers will report, using required forms three (3) days of consecutive absence or patterns of absence to the school social worker for each occurrence. Social worker will provide a written status report to teachers by the end of the week. **Students will be withdrawn by office staff only.** Please notify the School Secretary if you have information that may affect a student's enrollment.

An attendance team will monitor student attendance concerns. Below is the list of Attendance team members and their responsibilities.

ATTENDANCE TEAM ROLES AND RESPONSIBILITIES		
Team Member	Role	Priorities
Lucy Wilbert	Social Worker	Call Team, Attendance Letters, Parent Meetings, Home Visits and Court Referrals
Joseph Cleveland	Family/Community Specialist	Call Team, Attendance Letters, Parent Meetings
Jacquelyn Page	Secretary	Call Team
Nina Mason	Nurse	Call Team
Michelle McDaniel	Principal	Attendance Meetings
*Joyce Flaxbeard	Students In Transition	Students in Transition information and Check-Ins
*Charlie Robinson	DJO	Court Referrals, Home Visits

MUSTANG Spell Out Attendance Incentive

To encourage students to come to school each day, classrooms compete to spell out the word "Mustangs." Each day a class has perfect attendance, the class earns a letter in the word "Mustangs." These letters are displayed on the classroom door. Once "Mustangs" is spelled, the class receives a party.

Classes with perfect attendance for the day will earn a letter to spell out MUSTANG. Announcements for perfect attendance will be made from the office during afternoon announcements. Teachers will send a representative from the class to the office to get a letter.

Incentives

First Round - Rice Krispies Treats

Second Round - Cheetos

Third Round - Pizza Party –

Pop Up Daily Attendance Incentive

Each week on a random day, we will give every student a reward for being here on time. We will hand them out to the students as they leave the gym after Morning Meetings.

Individual Incentives

If students have 4 weeks of perfect attendance for the week, they will receive an incentive.

Semester Incentive

20 Weeks of 95% and above go on the field trip
Kg-2 will go to the Magic House - 100 students
3rd-6th will go to the City Museum - 100 students

Entire Year Incentive

Perfect Attendance - 100% Attendance
Medallions

Good Attendance - 95% Attendance
My Attendance Rocks Package
Ribbons - blue and white
Certificates - 90%-94%

The attendance incentive will provide staff with additional information regarding the attendance incentive.

- By the office.
- Students who report to school after 8:35 must report to the office so

BEHAVIOR EXPECTATIONS



FORD ELEMENTARY BEHAVIOR EXPECTATION MATRIX

Location ⇒ Expectations ↓	All Settings	Hallway	Cafeteria	Playground	Restroom	Classroom	Bus
Be Respectful	<ul style="list-style-type: none"> • Use appropriate language • Use materials appropriately 	<ul style="list-style-type: none"> • Keep hands behind your back • Allow others to pass when traveling on your own 	<ul style="list-style-type: none"> ☑ Wait your turn in lunch line ☑ Eat only your lunch ☑ Say “please” and “thank you” 	<ul style="list-style-type: none"> ☑ Take turns with playground equipment ☑ Follow rules of playground ☑ Include everyone 	<ul style="list-style-type: none"> ☑ Knock on stall door ☑ Give others privacy ☑ Use soap and paper towels appropriately 	<ul style="list-style-type: none"> ☑ Wait for your turn ☑ Listen carefully and quietly while the speaker is speaking 	<ul style="list-style-type: none"> ☑ Go quickly to your seat ☑ Listen to the bus driver
Be Responsible	<ul style="list-style-type: none"> • Follow instructions the first time • Keep all areas clean 	<ul style="list-style-type: none"> ☑ Go directly to your destination ☑ Have hall pass visible at all times when traveling on your own 	<ul style="list-style-type: none"> ☑ Get all utensils, milk etc. when first going through line ☑ Clean up after yourself ☑ Keep food in the cafeteria 	<ul style="list-style-type: none"> ☑ Keep playground free of trash ☑ Line up when instructed to do so 	<ul style="list-style-type: none"> ☑ Flush toilet after use ☑ Promptly take care of business and return to class ☑ Report problems to an adult 	<ul style="list-style-type: none"> ☑ Return borrowed items ☑ Take care of all property 	<ul style="list-style-type: none"> ☑ Keep food and drink inside your backpack ☑ Keep your body and belongings inside the bus
Be Safe	<ul style="list-style-type: none"> • Keep hands, feet & objects to yourself • Stay in designated areas unless given permission to leave 	<ul style="list-style-type: none"> ☑ Always walk ☑ Keep your own square in line ☑ Follow the arrows on the stairs ☑ Hold the railing with one hand ☑ Take one step at a time 	<ul style="list-style-type: none"> ☑ Keep all food to yourself ☑ Sit with feet on floor, bottom on bench, and facing table ☑ Report Spills 	<ul style="list-style-type: none"> ☑ Walk to and from the playground ☑ Stay within playground boundaries 	<ul style="list-style-type: none"> ☑ Keep feet on floor ☑ Keep water in sink ☑ Wash hands 	<ul style="list-style-type: none"> • Always walk • Sit in chairs with “four on the floor” 	<ul style="list-style-type: none"> • Walk to and from the bus • Remain seated facing forward • Keep the aisle clear

BLACKBOARD CONFIGURATION

All teachers will display the BBC in his/her classroom with updated and current information. Each teacher should designate board space in a location that is in immediately viewed upon entrance into the classroom.

1. **Date**
2. **Daily Learning Objectives / Aim: Students will.....**
3. **Homework**
4. **Do Now / (Warm Up)**

BUILDING SAFETY AND DRILLS

Ford Elementary practices a series of safety drills throughout the school year to ensure that we are prepared in the event that an emergency occurs. As the adults in charge of our students during drills and emergencies, it is imperative that we remain calm and orderly in all we do and that we help our students maintain this same behavior.

To prepare for any drills or potential emergencies, teacher should have a copy of their class rosters in a designated space so that they can obtain them any time they are called to evacuate the room. This will ensure attendance accountability should the need arise. It is also advisable to regularly update your class rosters.

We will have designated spaces for the different classrooms/floors to assure we know where our students and staff are located if we need to find a teacher or a student during a Severe Weather Drill or Severe Weather Situation.

As a teacher and guardian of your students, it is imperative that you remain with your students during all drills and that you maintain order, remain calm and instill discipline during the drill. When a drill ends an all clear signal will be given by the principal, designee or safety coordinator.

Emergency evacuation and drill procedures must be mounted in every classroom in a visible location. Teachers must review these procedures with students at the beginning of the year and then periodically as the year progresses. It is the teacher's responsibility to have their students familiar with these procedures.

During an evacuation, teachers are to:

- maintain control of their class
- walk their class to their designated area
- have their RED/GREEN Emergency Operations packet, with an updated student roster.

To prepare for these drills, each teacher will comply with the following:

- Explain procedure to your classes. The signal will be a series of short rings. Appoint a fire drill leader and assistant leader in each classroom for each hour of the day.

Tornado Drill

Three (3) short bells or a siren will sound indicating that the school will prepare for a tornado.

Teachers will:

- Take your students and proceed to a Severe-Weather Friendly Space (ground floor).
- Take your grade book or class roster to assure student accountability.
- Move into the middle of the halls and away from windows.
- Students and staff will kneel down facing the walls, and cover their heads with their hands.
- Staff and students should be quiet during the Tornado Drill and remain quiet until and all clear is signaled.
- The Safety Officers and Administrators will be present in the Drill Space to ensure that the Tornado Drill is successful.
- When an “All-Clear” is signaled, the staff and students will return to their classrooms.

Fire Drill

The fire alarm will sound initiating the fire drill. Teachers and students will exit the building in an orderly manner by the nearest exit during a fire drill.

- Teachers should take their grade books or class rosters to ensure attendance accountability.
- Teachers and students should move outside the school grounds and along the fence. Teachers and students should remain outside the school grounds until directed by the Safety Officers, Administrator, or until an All-Clear Announcement is made.
- After the All-Clear Announcement is made, teachers and students should return to their appropriate classrooms.

Earth Quake Drill

An announcement will be made over the P.A (Code 3), indicating we are having an earthquake. At that time, teachers will instruct students to:

- Remain Calm and take shelter.
- Crawl immediately under your desk and cover your head
- Stay away from windows and outside doors.
- Do not use elevators.
- Wait for the “all-clear” announcement to resume activities

Intruder Drill

Intruder(s): An intruder is an unauthorized person or persons on the school premises. An unauthorized person or persons entering the school premises could apprehend a school occupant or threaten violence to the school community. **The person or persons may be armed and dangerous.** The Start-Phrase or Code for the Intruder Drill is **the Forensic Club has been cancelled for the day.** The principal or designee will announce the following

Start-Phrase over the Public Address System in the school, **“Pardon the interruption teachers, the Forensic Club has been cancelled for the day. Please make the necessary changes immediately.”**

When the **“the Forensic Club has been cancelled for the day”** Announcement is made the following will occur:

1. The school will go into an immediate Lockdown Setting.
2. All classrooms doors will be locked immediately.
3. First Responder Teams will monitor the hallways and direct students that unsecured or supervised into a safe room.
4. If it is feasible, cover the glass on your door and close the blinds in your room.
5. Instruct the students to move away from the windows and glass in the doors immediately.
6. Crawl under built in counters or tables if they are available.
7. Remain out of sight and away from the windows. Also, remain quiet until the **All Clear** signal is given.
8. All office doors will be locked immediately and office personnel will move immediately into a secure inner office until the **All Clear** signal is given.
9. Students in the gym will move immediately into their respective areas, lock the doors, move away from the doors and remain quiet until the **All Clear** signal is given.
10. Students in the Cafeteria will lock the doors, move immediately into the kitchen area, get behind the kitchen counters, and remain there until the **All Clear** signal is given.
11. Students in the library are to remain in the library. The Librarian will immediately lock the library doors while the students move to the inner offices located in the library. Students are to remain quiet and low to the ground until the **All Clear** signal is given.
12. When the Code Blue is over and the building secure, the Principal or designee will make the following announcement: **“Teachers we are now in All Clear. Resume your regular teaching and learning activities.”**

BULLETIN BOARD

1. Bulletin boards should remain current, maintained for attractiveness, reflect unit themes, academic program focus, and informational display of student work.
2. Quality student work should be attractive and free of grammatical and spelling errors.
3. Completed bulletin boards should have scoring mechanisms (scoring guide, grading scale, etc.) and a description of the assignments displayed.
4. We always want our school to be attractive; therefore, teachers are expected to decorate their classrooms regularly.

Every classroom should have displayed:

- Student work
 - Scoring Guides / Rubric
 - Emergency Drill / Evacuation Procedures Poster
 - Classroom Rules / Procedures
-
- *A Bulletin Board schedule will be sent to teachers and updated in the Staff and Faculty Handbook.*

CERTIFICATION UPDATES

Each teacher is required to submit a copy of your teacher certification to the Family and Community Specialist, Mr. Cleveland. A copy can be retrieved from the Internet. **It is your responsibility to update and keep your certification current. Probationary teachers should follow all guidelines of the teacher certification process required by the St. Louis Public Schools and the State of Missouri.** _

CLASSROOM COVERAGE

Teachers will notify the main office if class coverage is required. **At no time will a teacher leave the class unattended.**

Classes are not to be combined without administrative approval.

CLASSROOM MEETING

Classroom Meetings are designed to address various concerns of the classroom. Restorative Circles are expected to be implemented during this time. A scheduled time has been placed into the Master Schedule to ensure that the class community continue to build community.

To help build community within the classrooms, teachers facilitate class meetings and restorative circles. The purpose is to strengthen the relationships between all members of the classroom, while engaging in open dialogue around academic and social issues. Teachers facilitate Class Meetings and Restorative Circles for a variety of reasons, including exploring ideas, plan and make decisions, share thoughts and feelings, raise awareness about issues, review academic material, and problem solve.

CLASSROOM MANAGEMENT

Be Respectful, Be Responsible, Be Safe

Classroom management is NOT discipline. Effective classroom management is the key to creating a safe and orderly learning environment. Teachers are ultimately responsible for developing, enforcing, managing and responding to student behavior. Teacher will work with the student, family, colleagues, and support staff to develop systems that prevent or reduce student misbehavior.

- Establish routines and procedures
- Explicitly instruct and model behavior school-wide and classroom expectations and rules
- Post classroom rule and expectations in the classroom
- Use classroom meetings to establish a climate of trust, safety, and respect
- Actively monitor behavior, respond immediately and appropriately
- Maintain documentation on student misbehavior
- Utilize de-escalation skills to defuse situations
- Recognize students who display positive behavior as well as students who show improvements

CLASSROOM RULES

Classroom rules should be clearly defined and posted. Students should have clear understanding of what the consequence for infractions of the rules will be. Classroom rules should align with the Schoolwide Behavior Expectations.

- *Staff will receive a PBIS Handbook that will provide more detail.*

CLASSROOM PARTIES

Class parties will be limited to lunch/recess. This includes parties that are given by the teacher and birthday celebrations initiated by parents.

Class parties should only happen outside of instructional times. Only store brought items can be handed out to the students, and teachers should check with the school nurse to ensure that no student has a food allergy.

CLEANLINESS

Each classroom is a student's home away from home. Have students take ownership of their classroom to assist with keeping the classroom clean. However, it is ultimately the responsibility of the teacher to ensure the environment is safe, orderly, and materials and equipment are prepared, ready and conducive to daily learning.

Teachers are responsible for the condition of their classroom, including cleanliness, equipment and furniture. When staff members note that equipment/building is damaged, by either intention or accident, they shall communicate the damage to the office. It is the duty of the staff members to supervise students so that damage to the school building, furniture, equipment, or other school property does not occur.

Special needs may occur that require custodial attention. In such cases, the teacher will email the lead custodian and cc the principal.

COPIES, SUPPLIES

A copy machine for teacher use is available in the teachers' workroom. This machine is to only be used to make class sets of instructional materials. Copies should be made before school, after school or on your planning periods. The district has initiated a copy limit. Your limit will be given to you prior to the first day of school. Students are never allowed to make copies or retrieve items from the teacher workroom.

Supply Closet: We have a robust supply closet located off the main hallway. To request supplies, contact the AIC. Reimbursements for supplies will not be given to any staff member without prior approval from the principal.

Supplies can be requested once each month. Teachers should give their written request (either email or handwritten list) for supplies to Dr. Berendzen by the 15th of the month. Supplies available in the building will be ready for pick-up within a week. Requested supplies not in stock may, or may not, be purchased. Ms. McDaniel makes the final decisions about what can and cannot be purchased.

COMMITTEES

Each staff member is invited and expected to be an active member of a school teams. Teachers can sign-up for one or more committees to serve on. Below is a small list of committees:

- Student Achievement (Assessments, Awards Day)
- School Culture and Climate (PBIS, Restorative Circles, Field Day, Assemblies)
- Parent and Community Engagement (Fundraising, PTO, Volunteer Appreciation)
- Professional Development (book studies, action research, instructional rounds)
- TEAC (Local 420)
- Beautification
- Leadership Team
- PBIS/Restorative

Each team will select a team leader to represent the team during leadership team meetings. Monthly meetings are expected with minutes to be shared with the leadership team and staff.

COMMUNICATION (EMAIL & STAFF MAILBOXES)

Communications between the administration, parents and staff will take place in various forms through district provided email address and staff mailboxes. It is the responsibility of all staff to check email daily and respond, when applicable, to every email within 24 hours. All staff are expected to check their mailboxes daily (before school, before/after lunch, after school) for pertinent information. **All staff mailboxes will be emptied and discarded by office personnel every Friday.**

COMMUNICATION (WRITTEN)

All forms of communications should be prepared using Standard English. We should be careful to model correct usage of the English language when we speak and in all written communications. Our interactions with students, parents, and staff members should always be done respectfully. Communicate respectfully even when communicating with students for disciplinary reasons. Your method of communication can serve as a vehicle either to correct problem behavior or to exacerbate the problem. Like us, students are people with feelings, too.

All correspondence, verbal/written, pertaining to Ford Elementary School, must be reviewed, evaluated, and/or authorized by the principal or her designee before it is communicated externally.

COMMUNICATION (SCHOOL TO HOME)

Constant communication is essential to school operations. Communication must be open and honest between and among all members of the school community.

Weekly Message – Each week the principal will develop a weekly message that includes important information, data and celebrations for teachers. It is expected that teachers will adhere to any requests presented in the weekly message.

Mail Boxes - The mail boxes are located in the main office. Please check your mail box in the morning and before leaving for the day. Please do not send students to pick up your mail, as the mailboxes may contain confidential information.

Confidentiality - Comments and discussions regarding student, staff and/or other personal information and records should only be discussed with appropriate people in the education setting. Student behavior problems should not be part of public discussions. Professional discretion and courtesy should be used in discussing all staff and district concerns.

Letter: Letters to parents regarding academics or behavior, require prior approval. Any written concerns must be approved.

Newsletters: A newsletter will be sent home with students once a month.

Each month teachers will create newsletter for students to take home. Newsletters should include your contact information, classroom expectations, new and exciting things taking place in your class, the student of the month and objectives that will be covered for the month. Teams can share newsletters and rotate who creates them monthly. Please submit newsletters to Ms. McDaniel by the due date indicated. The newsletters will be returned back to teachers for a final edit. The due dates are included on the calendar. Final copies, with corrections, of the newsletter should be given to Ms. Page and Ms. Farmer electronically by the submission due date.

Telephone Calls:

School telephones should be used for parent contacts, which facilitate a stronger support system for students. Parents should not be contacted from the classroom when students are ill or injured. Students, who are ill, needing first-aid attention or other related concerns should be sent to the nurse or office.

If a parent needs to communicate with you or a student, it should be channeled through the office. Instructional time is to be valued and should not be interrupted with frequent telephone calls. Unless it is an emergency, personal calls should be received at home. A message will be taken for any calls from parents and can be returned during your planning period, lunch, before or after school. No cell phones should be used to contact parents.

Family Educational Rights and Privacy Act Family Educational Rights and Privacy Act (FERPA) gives parents access to their children's education records, and students eighteen or older access to their own education records. FERPA and Missouri law requires that parents of students under 18 years of age be granted access to their child's education records • Regardless of marital status • Presumption of access unless valid court order stating otherwise Only those school personnel who have a legitimate educational interest may review student records.

Parental Contact:

All teachers are to contact every students' family once a month. Please inform parents of your planning time and let them know that they can make appointments. To protect the educational rights of all children, conferences with parents should not take place during instructional time. Any disruption of the instructional process should be reported to the principal immediately. Note each family contact (whether verbal, notes home, emails, or texts) in Kickboard. Jefferson maintains an open-door visitation policy for parents/guardians. This policy includes observation of the instructional processes employed by their child's teacher. Parents must first check in at the office and receive a visitor's pass. If a teacher is expecting a visitor, they should notify the office in advance. All volunteers must complete a volunteer application packet and be approved by the district before interacting with students' other than their own in the classroom.

CURRICULAR EXPECTATIONS

The following centers are to be use at least 3 times a week, if not daily. Center work is expected to be finished by the student's dismissal time every Friday. Of course, students with accommodations receive extra time, if stated in their 504 or I.E.P. In addition, if a student is absent they receive one extra day, for each day absent.

- o Technology (Achieve3000/SmartyAnts, Brainpop, IXL)
- o Guided Reading
- o Writing Lessons

More details to follow

DATA ROOM/DATA WALL

Classroom Data Walls

- Located in the Classroom
- Updated Weekly
- A Visual, Interactive Representation of Student Progress over Time
- Non-Threatening Form of Accountability

DISCIPLINE

Ford Elementary Majors and Minors Description of Offenses and Categorization

	Major Offense Major offense results in an <u>office referral</u>	Minor Offense Minor offense handled through <u>classroom/team consequences</u>
Fighting	Physical aggression toward another student	
Walking out of Class	Leaving classroom without permission	
Bullying	Repeatedly harassing, tormenting, or purposefully intimidating another student	Teasing <ul style="list-style-type: none"> Laughing at or making fun of another student with the intent to cause harm
Verbal Abuse/Cursing	Cursing or offensive statements directed at a staff member or another student	Cursing or other inappropriate language not directed at anyone
Threats	Declaring an intent to hurt another student or staff member	
Disruption	Repeated classroom disruption <u>after</u> the following measures have been taken: <ul style="list-style-type: none"> Use the Guiding Hand Buddy room 	Behavior that interrupts instruction. Could include the following: <ul style="list-style-type: none"> Throwing small objects Outbursts or tantrums Talking/Yelling out
Level 2	Repeated insubordination <u>after</u> the following measures have been taken: <ul style="list-style-type: none"> Use the Guiding Hand Buddy room 	Refusal to follow classroom expectations.

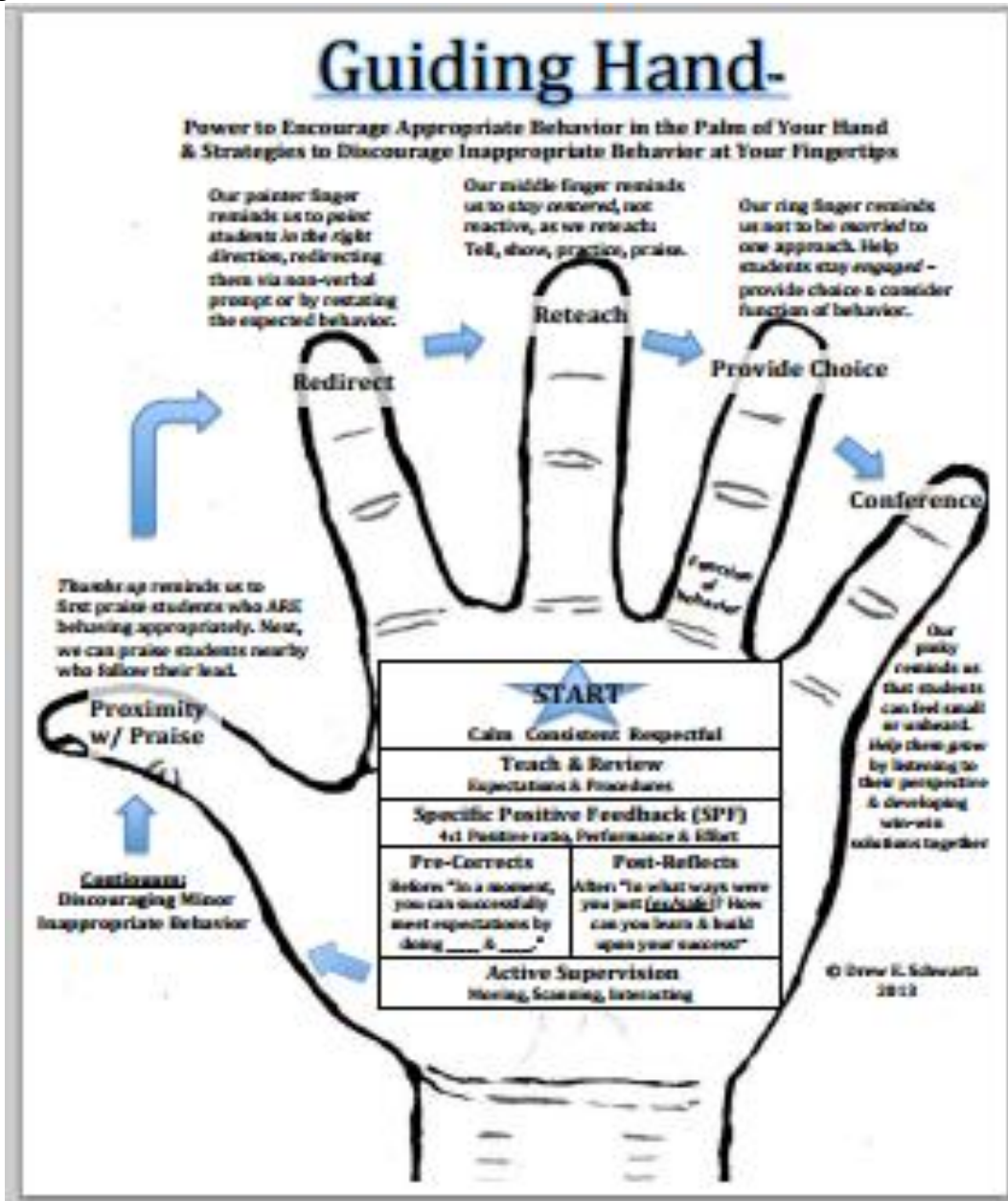
Voice Levels:

0= Zero Noise Level (No Talking) 1= Spy Talk (Partner Talk) 2= Low Flow (Regular Speech)
3= Formal Normal (Too loud for most activities, ok for large group presentation) 4=Loud Crowd (Never Inside Building)

**FORD ELEMENTARY SCHOOL
REFERRAL PROCESS
2016-2017**

MINORS - BUDDY ROOM REFERRAL

1. Guiding Hand



a.

- Circle "office" or "buddy room"
- Fill in the "Buddy Room Reflection Sheet" (Sample below)

REFLECTION SHEET

☐ Proximity with Praise ☐ Redirect ☐ Reteach ☐ Provide Choice ☐ Conference

Name: _____ ☐ Return Time: _____
☐ Do not Return

Dear Student,

You have been sent to the: **Office Buddy Room**

Due to your behavior in class your teacher felt like you could not work in the classroom any more. Please answer the questions below to help us understand what happened. Then give this form to the teacher in the buddy room or to Mr. Edmond in the office.

1. What were you learning about in class today?
2. What was happening in the classroom before the teacher had to speak to you?
3. What did you do to make the teachers speak to you?
4. What do you think you could have done differently?
5. If you were the teacher today, what do you think your consequence should be? Why?
6. Is there anything else that you think your teacher needs should know?

3. Complete referral document via phone
 - a. If student returns and is disruptive follow MAJOR referral process
 - b. Buddy Room reflection sheets should be given back to the sending teacher to be put in the student's portfolio (this information can be used during parent meetings).
4. **Buddy Room Pairings – To be assigned by teachers**
 - a. Each teacher has an assigned buddy room
 - b. No more than 2 students sent to a buddy room at a time

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MAJORS - AUTOMATIC OFFICE REFERRAL

5. Refer to the Majors and Minors sheet to ensure infraction is a Major

Major and Minor Offenses:

- Major offense results in an office referral
- Minor offense handled through classroom/team consequences

Description of Offenses and Categorization

	Major Offense	Minor Offense
Cursing	Cursing <u>at</u> another student or teacher (against someone as an insult)	Cursing <u>with</u> one another (in conversation or in laughter)
Defiance	Repeated refusal to follow classroom expectations <u>after</u> the following measures have been taken: <ul style="list-style-type: none"> - TWO classroom consequences (warning, moving seats, loss of participation points, etc) - Buddy room 	Refusal to follow classroom expectations
Disruption	Repeated classroom disruption <u>after</u> the following measures have been taken: <ul style="list-style-type: none"> - TWO classroom consequences (warning, moving seats, loss of participation points, etc) - Buddy room 	Could include any or all of the following: <ul style="list-style-type: none"> - Talking over other students or teacher - Speaking rudely to another student - Not paying attention - Not following along while reading or teacher is lecturing - Not completing assignments - Passing notes
Physical Aggression	Includes fights, play fighting, or dangerous throwing of objects in classroom or hallway	
Uniforms	Not wearing a required part of the school uniform, including: close-toed shoes, khaki or navy blue pants, polo shirt in white, navy blue, hunter green, or gold	Wearing clothing or accessories that aren't dress code but can be removed
Bullying	Harassing, tormenting, or purposefully intimidating another student	
Cheating		Teacher is responsible for handling this within the classroom


6. Buddy Room/Office Referral Reflection Sheet - same as above
 - a. Circle "office" or "buddy room"
 - b. Fill in the "Return Time" or circle "Do Not Return"
 - c. Complete referral document via phone
 - d. Teacher will buzz the office to notify the office that there is a student receiving an office referral. Please use the following language: "Assistance is needed in room _____".
 - e. Ms. Page will notify Michelle McDaniel, Dr. Berendzen, Ms. Cherry and/or Mr. Cleveland via walkie.
 - f. Someone will come to pick the student up from class. If there is a situation, in which the student has escalated and needs to be sent out immediately, please do so and buzz the office so that we can retrieve the student on their way to the reflection room. PLEASE REFRAIN FROM SENDING STUDENTS TO THE OFFICE!

- g. If a student walks out of your room. Please buzz the office and say, “_____ has left the room without permission.” The process listed above will follow. This is considered a Major infraction and an office referral form should be completed.
7. The Reflection Room will serve several purposes.
 - a. It will only be used for MAJOR infractions.
 - b. The time a student spends in the Reflection Room may vary depending on the individual circumstances.
 - c. The Reflection Room teacher will note the consequences issued for majors and minors on the google sheet generated by the referral application. Major infractions requiring a day or more in the Reflection Room will be entered into SIS by the Reflection Room teacher. The Reflection Room teacher will email the staff of student consequences.

ANY STUDENT LEAVING YOUR ROOM FOR DISCIPLINE MUST HAVE A REFLECTION SHEET.

TEAM DISCUSSIONS ABOUT REFERRALS - Any student receiving a friend room or office referral will be brought up for discussion during the Wednesday team meetings.

1. Begin the “Student Support Team Referral Form” for all students warranting further discussion (some students may not need further discussion)



Student Support Team Referral Form

Parent notified: _____

Referred by: _____ Date: _____
 Student Name: _____ DOB: _____

Date: _____ Start Time: _____ End Time: _____

Required Attendees (Check all that apply):

____ Click here to enter text Social Worker

____ Click here to enter text School Counselor

____ Click here to enter text School Nurse

____ Click here to enter text Teacher

____ Click here to enter text Principal

____ Click here to enter text Family Community Specialist

____ Click here to enter text Title

Academic Performance: _____

Current Grade _____ Cumulative GPA _____

Does the student receive Special Ed. Services: Yes / No

Check areas of concern:

____ Declining grades ____ Work/Homework not turned in

____ Incomplete work ____ Working Below Grade Level

Additional Information: [Click here to enter text.](#)

Reason(s) for Student Support Team Referral:

ATTENDANCE (check all that apply):

____ Excessive absenteeism	____ Number of days _____
____ Excessive tardies	____ Number of days _____
____ Excessive early dismissals	____ Number of days _____

BEHAVIOR CONCERNS (check all that apply):**Referrals**

____ Number of Buddy Rooms
 ____ Number of Office Referrals
 ____ Number of Lunch Detentions

____ Number of ISS
 ____ Number of OSS

____ Excessive talking
 ____ Outbursts of Anger
 ____ Physically Aggressive

____ Elopement
 ____ Explosive behaviors
 ____ Fighting

SOCIAL-EMOTIONAL CONCERNS: (check all that apply):

____ Seems under stress
 ____ Depression
 ____ Mood swings

____ Hyperactivity
 ____ Defiant/stubborn
 ____ Withdrawn/Isolated

MEDICAL CONCERNS: (check all that apply):

____ 504 plan
 ____ Chronic medical issues

____ Immunizations
 ____ Parent follow through on referrals

EXTENUATING FAMILY CIRCUMSTANCES (check all that apply):

____ Death in the family
 ____ Divorce/Separation
 ____ Signs of abuse

____ Family Illness
 ____ Job Problems
 ____ Other _____

List Interventions Implemented: [Click here to enter text.](#)

Interventions	Due Date	Person Responsible

Next Steps:

2. Schedule a Team/Student Meeting - re-teach skill student is lacking or assign consequences
 - A. Meeting #1 -- Warning - Behavior Tracker
 - a. Why are here?
 - b. How can you change
 - c. How can we help you?
 - B. Meeting #2 -- Lunch Detention (5 days) - 10 students per grade
 - a. Held by counselor, social worker, or Mr. Cleveland
 - C. Meeting #3 -- PAN
 - a. Parent required to come by the next team meeting
 - b. After 7 day window is closed automatic OSS for student
 - c. Teacher should mention facts only and have EnGrade printout
 - d. Parent is expected to come volunteer in classroom/school for 2 hours
 - D. Meeting #4 -- ISS
 - a. 3 days
 - E. Meeting #5 -- Follow-up consequence and/or (OSS)

***All of the above are considered interventions and should be listed at the bottom of the Student Support Team Referral" sheet.**

DISTRICT CURRICULUM and RESOURCES

Curriculum maps for all core content areas can be accessed through the Saint Louis Public School District's webpage. It is expected that teachers will use the curriculum maps regularly to drive planning for instruction. Teachers must ensure pacing and execution of instruction aligned with our curriculum maps. Deviation from the curricular resources and/or curriculum maps must be approved by the AIC or Principal before execution and must be reflected in lesson plans.

DISTRICT POLICY

CHILD ABUSE AND / OR NEGLECT REPORTING PROCEDURES (Regulations #4730 & #4845)

Any school official or employee who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observes the child being subjected to abuse or neglect shall immediately report the facts to the Child Abuse Unit (CAU) of the Missouri Division of Family Services and the school principal or their immediate supervisor.

Definitions: Child: Any person, regardless of physical or mental condition, under 18 years of age. Abuse: Any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means by those responsible for the child's care, custody and control. Does not include discipline so long as administered in a "reasonable manner."

Neglect: Failure to provide, by those responsible for the care, custody and control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical or any other care necessary for the child's well-being. "Educational Neglect" occurs when the person responsible for a child between the age of 6 and 16 does not "enable" the child to attend school. Truancy, unless facilitated by responsible adult, is not considered educational neglect.

Missouri law requires people in certain occupations, if they have reasonable cause to suspect that a child had been a victim of abuse or neglect as defined above, to report the situation to the Children's Division (CD) of the Department of Social Services (DFS). All District employees, regardless of position or assignment, should act as a mandatory reporter. It is important to note that once a person is deemed a mandatory reporter, they continue to have mandatory reporting obligations outside of work hours toward others, including neighbors and other family members.

When a mandatory reporter has reasonable cause to suspect that a child has been or may be subjected to abuse or neglect or observes a child being subjected to conditions or circumstances, which would reasonably result in abuse or neglect, a report, must be made to Children Abuse Unit (CAU).

- Abuse need not occur at school or during school hours
- Any suspicion that a child may have been the subject of physical, sexual or emotional abuse must be reported
- Requires exercise of professional judgment
- Does not require conclusive proof
- No anonymous reports

Each individual mandatory reporter (i.e., each employee) is obligated to directly report suspected abuse or neglect to CD (hotline: 1-800-392-3738).

- Employees may directly report suspected abuse to law enforcement authorities; however, to satisfy Mandatory Reporting requirements, they must report to CD.
- Supervisor may not impede or inhibit any reporting.
- Each mandatory reporter must have unrestricted access to telephone to make report to CD and should be temporarily relieved of work duties as necessary to allow time for report to CD to be made.
- The employee is also required to immediately notify their principal that they have made a report to CD and complete district Forms for Reporting Suspected Child Abuse.

http://sab.slps.org/Board_Education/policies/4845.htm

http://sab.slps.org/Board_Education/policies/4730.htm

CODE OF ETHICS AND CONDUCT (Policy #4847)

All staff members are required to perform their job duties in a professional manner that serves as a positive role model for students. The sole function of the District is to provide a quality education for the students of the St. Louis Public Schools. Staff members are required to comply with all federal, state, and local laws that relate to the performance of job duties and the policies and regulations of the District. Failure to comply with all federal, state, and local laws relating to an employee's job performance, or failure to comply with the policies and regulations of the District will result in discipline, including termination.

http://sab.slps.org/Board_Education/policies/4847.htm

CORPORAL PUNISHMENT (Policy #51441.1)

Corporal punishment of any kind is not permitted in the SLPS. Any employee who uses physical force or the threat of physical force as a means of student discipline or punishment shall be subject to disciplinary actions, including discharge. Snatching, pushing, grabbing by the clothes, verbal abuse, excessive repetitive writing...etc. **Intervening to prevent injury or harm to others is not corporal punishment.**

http://sab.slps.org/Board_Education/policies/5144.1.htm

SOCIAL MEDIA (Policy #4848)

Employees are to refrain from the following conduct:

- Using District computers to access their personal social media accounts.
- Allowing students to access employees' personal social media accounts.
- Classifying or characterizing students or former students as a "Friend" or other special or exclusive contact on their personal social media accounts or allowing students or former students access or contact that would not otherwise be accessible by the public to their personal social media accounts.
- Improperly discussing students or former students on social media/networking sites, including but not limited to; harassing or inappropriate content. Harassment includes slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, pranks, or verbal conduct relating to an individual that
 - Have the purpose or effect of creating an intimidating, hostile or offensive environment;
 - Have the purpose and effect of unreasonably interfering with an individual's work or a student's school performance, or interfere with school operations.
- Discussion or posting of confidential or proprietary information about the District, its employees, students or agents on social media and personal websites.
- Use of District logos or images, etc., on personal websites or social media sites/networks.
- Making any unprofessional comments on a social media site that negatively portrays the SLPS, SLPS employees or staff or SLPS students or former students, including profanity, threats, bullying or encouraging others to engage in similar conduct.

- Allowing students and former students to access or operate the employee's personal electronic devices, including, but not limited to, cell phones, personal computing devices, etc., except in emergencies.
- Using, accessing, or operating a student's personal electronic device, including, but not limited to, cell phones —, personal computing devices, etc., except in emergencies.
- Staff cannot use electronic media for communication with students unless such electronic media is available and accessible to school district administrators and the student's legal custodian, physical custodian, or legal guardian.

Sexting Definition: Texting inappropriate images. Such images of minor students equate to child pornography. Electronic possession is the same as physical possession. Teacher should immediately report any incidents of sexting to the building principal.

[http://sab.slps.org/Board_Education/policies/P4848%20\(2-16-12\)%20SOCIAL%20MEDIA%20POLICY%20-%20FINAL.htm](http://sab.slps.org/Board_Education/policies/P4848%20(2-16-12)%20SOCIAL%20MEDIA%20POLICY%20-%20FINAL.htm)

SEXUAL HARASSMENT (Policy #4843, #5131.7, #5145.4)

The Board of Education is committed to maintaining a work environment for employees and students that is free from all forms of discrimination, including sexual harassment. In addition, it is the published policy of the Board of Education that no employee and/or student in the St. Louis City Public School District shall, on the basis of sex or as a result of sexual harassment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity.

http://sab.slps.org/Board_Education/policies/4843.htm

http://sab.slps.org/Board_Education/policies/5131.7.htm

http://sab.slps.org/Board_Education/policies/5145.4.htm

SMOKING (Policy #4841)

All SLPS buildings are **SMOKE-FREE**. Absolutely No Smoking in the Building!!!! Any violation is against Board Policy and will result in strong reprimand. Smokers may not smoke in front of the school building. Smokers may not litter the school grounds with cigarette butts or at the back area around door.

ARTICLE VII EMPLOYEE PROTECTION

St. Louis Board of Education Policy Statement Local 420: Except for unusual circumstances, employees shall not be required to transport students in their personal vehicles. In the event that an employee must transport a student in his/her vehicle, and when so authorized in writing by the superintendent or his designee, such employee's liability insurance will be covered by the provisions of paragraph B of Board of Regulations R4770.

STAFF INJURY AT WORK

If you are involved in an injury, you must report it to the principal immediately unless it is an emergency, then 911 should be called. Failure to do so may result in denial of payment for treatment. The principal will complete all necessary paperwork with the employee before the employee goes for treatment. The paperwork will be forwarded to Human Resources Department.

STAFF TECHNOLOGY

See District Acceptable Use Policy #4847 If any employee receives inappropriate communications or discovers other inappropriate uses of district technology, it should be reported immediately to the building principal or

supervisor. General rule—if inappropriate to share or say face to face, then it is inappropriate to send via e-mail or by other electronic means.

Social Media

BULLYING, CYBER BULLYING, & HAZING

See District Policy #5131.9 Any form of bullying, hazing, cyberbullying and student intimidation is strictly prohibited by SLPS. Employees, staff, coaches, sponsors, or volunteers shall not permit, participate or encourage such conduct. All incidents should be reported to the principal for investigation immediately.

STRIP SEARCHES (Policy #5145.2.1)

In general, no employee should perform a strip search of a student.

DUTY/SUPERVISION

Faculty and staff are expected to actively supervise children that are in their presence. This requires focused attention and intentional observation of children at all time. Active supervision is a proactive approach to monitor children to ensure safety and reduce problem behaviors for occurring.

For the protection of students and staff, all staff members are expected to be present and actively functioning in your assigned duty position.

- Monitoring students during arrival (Early morning cafeteria/gymnasium/common area duty).
- Cafeteria duty during student lunch.
- Morning duty (**All staff members are to be on duty at 8:05 a.m. daily.**)
- Monitoring students during the changing of classes
- Monitoring students dismissal at the end of the day

The entire staff must be involved in supervising children within the school. Teachers should remember that classroom management is an integral part of insuring adequate instruction in a disciplined school atmosphere.

Specific duties that will support the maintenance of a positive climate conducive to learning and culture are:

- A. Teachers are to be in the hallway at their doors during passing periods, encouraging students to move to their classes and maintain order in the halls
- B. Minor offenses are to be handled first through classroom management; repeated offenses may be referred to an administrator on a Student Referral Form (refer to disciplinary procedures).
- C. Students will not leave out of class without a pass indicating a specific destination, nor may they be denied permission to enter into their assigned classroom.

EMERGENCY / CONTINGENCY PLANS

Ford Elementary School Contingency Plans must be in each room and taught to students by each teacher. (Fire, Tornado, Earthquake Drill, Intruder Alert) **Evacuation procedures are to be posted in each room in the building.** It is critical that all staff members familiarize themselves with the information contained in the school contingency plan. Refer to the plan and make certain that your students know how to respond. (Plan is located in this notebook.)

Staff members will receive an Emergency Management Plan. Please read the plan carefully and be sure you understand your role. Keep it in a safe place for easy access in the event of an emergency. Fire and Tornado Evacuation Plans are posted near the exit door of each classroom. All teachers without classes during the time

of a fire drill should help on their floor to ensure that all students have evacuated the building properly. All exits to classrooms and buildings must be clear and accessible always. Be aware of all the fire extinguishers located in the building. Fire Drill Procedures • Teachers should escort their students to designated area and carry roll books. • Students should walk in lines by classes. • Students should not run, play or talk. • Roll book should be in teacher's possession during any emergency. • Teachers should escort their classes out of the building in an orderly manner and remain with them during the entire drill procedures

Tornado Drill Procedures Line up outside of the room in the hallway against the interior wall of the room. If you are in the Cafeteria or Gym, report to the hallway up the ramp towards the main hallway.

ENROLLMENT/WITHDRAWAL OF STUDENTS

The office will receive all students enrolling after the first day of school. When he/she has been assigned to classes, the teachers and students should help him/her become acquainted with the school and the curricular program.

Students transferring from one class to another during the school year must have a parent conference with both teachers. The principal will make the final decision as to the placement of the student.

Please refer all parents to the school secretary for withdrawal of students. Proper paperwork must be completed prior to leaving for the students last day.

FINANCES

Before committing to or engaging in a fundraiser for the school, staff members must submit a request to the Principal. Fundraisers cannot commence until appropriate approvals have been granted.

All fundraising activities must follow the District's policies and procedures and the guidelines and approval set forth by Ford Elementary School Administration. Generally, fundraising activities are for the benefit of Ford Elementary School students and are conducted by the faculty sponsors of Ford Elementary clubs and organizations. Outside organizations (such as churches and social clubs) or individuals cannot be authorized by Ford Elementary School.

Any individuals requesting contributions from staff (for any reason) must have principal approval. NO EXCEPTIONS.

There may be no sales or unauthorized collection of monies in any classroom at any time.

Teachers should have a commitment from the principal before making purchases in the name of the school, even if they may be using personal funds. Remember to inform the principal prior to making such a purchase. Reimbursement is not guaranteed.

All purchase orders using St. Louis Public School BOE funds, should be completed on a Requisition Form and submitted to your team leader, who will submit them to the principal. Office staff should submit your Requisition Forms to the secretary. After approval they will be enter into the SAP ordering system. NO ONE MAY PLACE AN ORDER DIRECTLY TO ANY COMPANY OR DISTRIBUTOR UNLESS YOU ARE USING YOUR PERSONAL FUNDS.

FIELD TRIP

PreK-5th grade students are required to participate in the following field trips. Please schedule these field trips no later than November 1, 2018. Additional field trips will not be approved until the required field trips are scheduled.

Grade	Institutions	Months
P4, KG, 1 st Grade	The Magic House	September-May
KG-1 st Grade	Missouri Botanical Garden	September-May
2 nd Grade	Zoo	September-May
3 rd Grade	Science Center	September-May
4 th Grade	History Museum	September-May
5 th Grade	Art Museum	September-May

Field trips should be planned as a part of team meetings, have instructional value, and receive the approval of the principal. Field trips are logical extensions of lessons and a learning experience therefore all students will participate. **Exclusion from field trips will not be used as a means of punishment.** **Field trip applications should be submitted two weeks for proper planning.** Teachers should follow these steps for all field trips.

- Prepare an alphabetized list of students going on the field trip.
- Arrange for students remaining in the building. **Leave a list of students, and the classrooms in which they are visiting, in the main office.**
- Make sure the proper number of chaperones are available.
- Prepare students for the field trip, including any special arrangements or instructions.
- All information pertaining to the field trip must be provided to the principal and/or AIC.
- Parent Consent Forms for students must be completed and on file for each field trip.
- If sack lunches are needed, your request should be made through the cafeteria supervisor two weeks prior to the trip.
- **Students may not participate in field experiences without a signed parent consent form. Verbal permission and notes are not acceptable. Provide adequate time for students to return forms prior to field experiences.**
- All students are expected to participate in field experiences related to content area study. The parent must sign a form for each field experience. The original should remain in the office and the teacher should retain a copy.

FOOD

Food that is prepared and cooked at home cannot be distributed to students. All food and snack items must be store-bought and pre-packaged. All parties must be pre-approved by the principal. This includes parties

that are initiated by parents. Teacher will include procedures for parties in their welcome letter. Please note that all snacks must meet Board Regulations for Healthy Snacks.

DO NOT EAT OR DRINK in the classroom when children or visitors are present.
Students should not be sent to the cafeteria to purchase food or drink for teachers.
Only cafeteria workers should be behind lunchroom counters.

FOOD ALLERGIES

If you have a child in your classroom with severe food allergies, the following steps will be taken:

- Review health records as submitted by parents and physician with our school nurse.
- Students should be included in regular school activities and not excluded based on their allergy.
- Discuss field trips with parents to decide appropriate strategies for managing the food allergy.
- Alert parents in your classroom through e-mail and blog posts of the food allergy (without identifying the child) so that parents are aware of the need to refrain from sending treats that contain that food.
- Responsibilities of Principal, School Nurse, and Teachers:
 - A core team of teachers, school nurse, principal, food service, and other school personnel will work with parents to establish a Prevention Plan and a Food Allergy Action Plan.
- Alert parents through e-mails (first 2-3 months of school) and blog posts of the food allergy so that parents are aware of the need to refrain from sending in treats that contain that food. Inform any room parents or parent helpers prior to a class party.
- All staff who interact with the student on a regular basis understand the food allergy, can recognize the symptoms, know what to do in an emergency, and work with other school staff to eliminate the use of the food allergen in treats, snacks, and other areas of the school day.
- Establish and practice the Food Allergy Action Plan before an allergic reaction occurs to assume the efficiency/effectiveness of the plan.
- Make sure medications are appropriately stored and that emergency kits are available that contain a physician's standing order for epinephrine.
- Student should be allowed to carry their own epinephrine, if approved from the student's physician, parent, and/or school nurse.)
- School personnel should be properly trained to administer medications. Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.

GRADING

Philosophy

A grading system for all students must be consistent, fair and reflective of the degree of mastery that the student has attained. Grades are a useful tool in the evaluation of the students' progress and therefore, should be as meaningful as possible.

Student work should be evaluated, with feedback, in a timely fashion. The teacher should make every effort to work with the student and parent if the student is not turning in work. The teacher has the responsibility of informing parents of academic progress between progress report and report cards.

Policy

Each teacher shall explain specific grading practices and methods to each student and their parents. Such explanations shall be made in the classroom sessions, open houses, teacher's conferences, and other communications.

Report Cards and Progress Reports

All students will receive progress reports and report cards according to St. Louis Public Schools District's published schedule (see District calendar and School Calendar). Both Progress Report and Report Card must include a nine-week grade based on the approved scale (see table below), attendance, information, and an indication of conduct in class.

Teachers will be responsible for all progress reports on or before deadline dates during the school year. If a student is experiencing academic difficulty, it is required that you contact the students' parent/guardian. Teachers failing to complete progress reports will be responsible for contacting parents by telephone and documentation on SIS will be required.

It is the teachers' responsibility to meet all deadlines and to mark an appropriate grade for each student currently enrolled in class.

Grading Key/Objective: Grade Pre-K	Report Cards & Progress Reports: Grades K-5
S=Satisfactory for Age M=Making Progress for Age D=Developing Skill N=Skills Not Yet Developed X=Not Yet Taught	A=Operating At Grade Level & Progress On Track B=Operating At Grade Level & Progress On Track C=Operating Below Grade Level & Progress On Track D=Operating Below Grade Level & Progress Below Track F=Not Completing Assignments & No Progress
Sub Skills/Effort: Grade Pre-K	Sub Skills/Effort: Grades K-5
4 = Exemplary Effort 3 = Effort is Evident 2 = Minimal Effort 1 = Little or No Effort	4 = Exemplary Effort 3 = Effort is Evident 2 = Minimal Effort 1 = Little or No Effort

Grading Scale

Both Progress Reports and Report Cards MUST include a comment for specific skill deficiencies for any grade of C, D, or F, and Sub Skill/Effort Score of 1 or 2.

HALL PASSES

Expectations

- No student should leave your classroom without a hall pass. Restrict hall passes you give during class time to a minimum.
- No hall passes should be issued during the first fifteen (15) and last fifteen (15) minutes of each class period.
- Hall passes issued to students during your class should be issued if a student needs to see the School Nurse or access to the restroom. Do not issue hall passes to other classrooms. The School Nurse has a specialized hall pass for student use to avoid confusion about a student's destination.
- Do not issue restroom passes during lunch periods unless it is an emergency. Use your professional expertise to make your decision.

- Students found in the hallways without a hall pass will be asked to return to the classroom from which they came.
- No-Walk-Zones----During this time, all students are to remain in the classrooms and no hall passes are to be administered.

HOMework

Homework is an important component of the educational process. It is expected that many objectives will be accomplished through regular and well-planned homework. In accordance with board policy, middle school students should receive 20-30 minutes of homework daily. Homework is a part of your lesson plan. Remember, homework should be independent practice of a skill previously taught and practiced in the classroom. Teams will collaborate to create homework packets to send home at the beginning of the week. Teachers must assign standards based/learning objectives-related homework daily according to the following guidelines:

Grade	Minutes Per Day	Days Per Week
Pre-School	15-30	4
Kindergarten	15-30	4
1 st	25-30	4
2 nd	30-45	4
3 rd	30-60	5
4 th	30-60	5
5 th	60-90	5

INCLEMENT WEATHER

Recess and other outdoor activities will be cancelled during inclement weather. Inclement weather includes extreme heat, frigid temperatures and precipitation.

IDENTIFICATION BADGES

All staff members are issued an identification/safety badge. Board of Education regulates that all persons in school wear their badges at all times during the school day.

You must be in possession of your badge at all times. It is required for the KRONO machine. If you lose your badge, please arrange immediately, on your time, to get a new one.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

All staff members are required to complete an IPDP **annually**. Each staff member must submit his or her IPDP to the principal by **September 7th**. The AIC will collaborate with individuals to complete their IPDP.

Staff must submit the plan and maintain the “Contact Hour Log” as a record of IPDP hours. **The “Contact Hour Log” should be in by May 1, 2018.**

INJURY (STAFF/STUDENT)

In the event of a serious illness or accident, the school nurse, principal or designee will:

- Contact parents when necessary.
- Contact other authorized persons listed on the child's emergency card, if possible.
- Contact child's physician if above persons cannot be reached.
- In extreme emergencies, an ambulance will be called, and the child will be taken directly to the hospital. The parents will be contacted.
- Only school nurse, principal, or designee will make calls to parents regarding student illness unless approved by the principal.

INSTRUCTIONAL TIME

Learning Time

Value should be placed on student learning time. Teachers should be in the room when students enter and learning activities should begin promptly. Non-instructional activities (lunch count, roll, etc.) should be streamlined to take a minimum amount of time. All learning activities should relate to specified learning goals (see below for details), including special programs, field trips, and other classroom activities. When requested by the building principal, teachers should be able to provide a written copy of the learning goals for any activity they have scheduled.

Writing, Posting, and Communicating Learning Goals and Objectives

All teachers are expected to write student learning goals and objectives in student friendly language for all content areas, post these so that they are clearly visible to all students, and communicate these to all students prior to, during, and at the conclusion of instruction. Teachers should ensure that these learning goals and objectives are large enough to be viewed easily by all students. All learning goals/objectives should support the adopted curriculum and standards. Teams should work collaboratively to ensure learning goals/objectives are written and posted in the same manner in every classroom for their respective grade level and/or content areas.

Movies at School

Watching movies at school should be used on a limited basis and then only when related to a curricular area or for an approved celebration. Approval must be obtained in advance from the Principal or AIC unless they are a part of the approved curriculum. The approved movies must be directly linked to MO State Standards and in alignment with the classroom objectives. If a movie is watched, it will have a general rating of G. Parents will be advised beforehand that a movie will be watched and the parent will give permission.

Protecting Instructional Time with Students and Classroom Celebrations

One of the greatest responsibilities we have as educators is to protect the instructional time we have with our students. This means that every minute of every school day is important to the learning process. Teachers are to use scrutiny when scheduling any kind of classroom or grade level celebration. No classroom or grade level celebration (with the exception of holiday classroom parties or other school-wide planned celebrations) should exceed 20 minutes in length and should be used on a very limited basis. Please obtain principal approval prior to scheduling any classroom or grade level celebrations that interrupt any part of the instructional day. This includes any “extra” recess. Extra recesses should not exceed 15 minutes.

INSTRUCTIONAL TECHNOLOGY

Educational Computing

Staff are responsible for the security and care of any technology; equipment provided them (i.e. laptops, iPads, clickers, document cameras. Etc.). Staff will sign an Equipment Loan Agreement for use of all technology items and will be responsible for a specified amount of money if the item is damaged or lost while in your possession.

KEYS

Teachers will be supplied with keys to their rooms and storage areas as needed. Master keys will only be supplied to personnel in regular need of such keys. In the event of your absence, it is your responsibility to make sure that your keys are available to the substitute teacher. The Principal shall have access to every room in the building.

LESSON PLANS

Every classroom teacher, related arts teacher, and Special Education teacher is responsible for lesson planning. Lesson plans are due electronically on the approved lesson plan template by 8:00 a.m. on Monday for the following week in the appropriate Dropbox folder. **Feedback given by the AIC MUST be reflected in the lesson plan and executed.** The Final Copy should be resubmitted to Dr. Berendzen by the end of the day on Friday. Copies for you to post in your classroom will be in your mailbox no later than Monday morning by 7:30 am. A copy of the current date’s lesson plan is to be posted within the classroom by the entrance by Monday by 8:00 a.m.

Copies of the lesson plan templates are below:

FORD MATH LESSON PLAN TEMPLATE	
MO Learning Objective	

--

1. LEARNING TARGET/OBJECTIVE:
2. DO NOW:

WHOLE GROUP:

CENTERS:

MONDAY:	1.
	2.

TUESDAY:	1.
	2.

WEDNESDAY:	1.
	2.

THURSDAY:	1.
	2.

FRIDAY:	1.	
	2.	

Essential Question(s): Higher Order Questions (scaffold questions to get to Big Idea)

Assessment/Performance Task/DOK: How will students SHOW what they have learned?

Teacher Reflection/Student Work Analysis:	
Reteaching/Enrichment Strategies (Taken From Reteaching Plan)	

DOK LEVEL 1	Re
-------------	----

Recall/Reproduction:
Skill/Concent

Skill/Concept
Strategic Thinking:

Strategic Thinking:	
Extended Thinking:	

Extended Thinking:
Vocabulary Strategies

Vocabulary Strategies

pulatives:

[illegible]

FORD ELA LESSON PLAN TEMPLATE

MO Learning Objective			
1. LEARNING TARGET/OBJECTIVE: NOW:		2. DO	
DIFFERENTIATED INSTRUCTION: HOW will you teach the content? (Identify Groups, Strategies Accommodations, Content Variation, etc.)		Grammar/Writing/Being a Writer	
Making Meaning/Engage ELA		Guided Reading	
MONDAY: 1. 2.			
TUESDAY: 1. 2.			
WEDNESDAY: 1. 2.			
THURSDAY: 1. 2.			
FRIDAY: 1. 2.			
Essential Question(s): Higher Order Questions (scaffold questions to get to Big Idea)			
Assessment/Performance Task/DOK: How will students SHOW what they have learned?			
DOK Level: DOK LEVEL 1 DOK LEVEL 2 DOK LEVEL 3 DOK LEVEL 4 Vocabulary:		Teacher Reflection/Student Work Analysis:	
Recall/Reproduction: Skill/Concept Strategic Thinking: Extended Thinking: Vocabulary Strategies			
Technology/Manipulatives:		Reteaching/Enrichment Strategies (Taken From Reteaching Plan)	

FORD SOCIAL LESSON PLAN TEMPLATE

MO Learning Objective			
1. LEARNING TARGET/OBJECTIVE: NOW:		2. DO	
MONDAY:			
TUESDAY:			
WEDNESDAY:			
THURSDAY:			
FRIDAY:			
Essential Question(s): Higher Order Questions (scaffold questions to get to Big Idea)			
Assessment/Performance Task/DOK: How will students SHOW what they have learned?			
DOK Level:		Teacher Reflection/Student Work Analysis:	
DOK LEVEL 1			
DOK LEVEL 2			
DOK LEVEL 3			
DOK LEVEL 4			
Vocabulary:			
Technology/Manipulatives:		Reteaching/Enrichment Strategies (Taken From Reteaching Plan)	

FORD SCIENCE LESSON PLAN TEMPLATE

MO Learning Objective:	
<div> <div>1. LEARNING TARGET/OBJECTIVE:</div> <div>2. DO NOW:</div> </div>	
<div> <div>MONDAY:</div> <div>TUESDAY:</div> <div>WEDNESDAY:</div> <div>THURSDAY:</div> <div>FRIDAY:</div> </div>	
<div> <div>Essential Question(s): Higher Order Questions (scaffold questions to get to Big Idea)</div> <div>Assessment/Performance Task/DOK: How will students SHOW what they have learned?</div> </div>	
<div> <div>DOK Level:</div> <div>DOK LEVEL 1</div> <div>DOK LEVEL 2</div> <div>DOK LEVEL 3</div> <div>DOK LEVEL 4</div> <div>Vocabulary:</div> </div>	
<div> <div>Teacher Reflection/Student Work Analysis:</div> <div>Technology/Manipulatives:</div> </div>	
<div> <div>DIFFERENTIATED INSTRUCTION: HOW will you teach the content? (Identify Groups, Strategies Accomodations, Content Variation, etc.)</div> <div>Reteaching/Enrichment Strategies (Taken From Reteaching Plan)</div> </div>	

Related arts Lesson Plan Template to follow (will be different than Core Content).

LOCAL 420 POLICY STATEMENT

All staff members will adhere to the guidelines established in the Local 420 Policy Statement. In the event that principal directives or school procedures conflict with the policy statement, the staff member should meet with the principal (and union representative) to resolve the issue. If the issue cannot be resolved, the staff member should follow the grievance process.

LOST AND FOUND

- Students who lose items of clothing are encouraged to check the “Lost and Found” (located in the main hallway outside the office).
- Jewelry, eyeglasses, keys, and money may be claimed in the office.
- The lost and found will be cleared at the end of each quarter. Items that remain in the lost and found will be donated to a charity.

LUNCH PERIOD

The lunch period for certificated and non-certificated staff is thirty (30) minutes. You may choose to leave the building during his/her lunch period; however, immediately following lunch, each person must report promptly to his/her assignment.

MEDICATION

No medicine may be distributed to students without the proper forms completed by the parent/guardian and returned to the nurse. All medicine in such cases will be dispensed through the nurse, or in her absence, by the assigned substitute. All medicines need to be brought to the nurse by the parent. If a child brings medicine (even an inhaler) to school, it must be turned in to the school nurse.

The school nurse and/or designee can only administer medication in her absence.

The school nurse will provide further information. The designees this year are:

- Michelle McDaniel
- Dr. Berendzen

MEETINGS

Staff meetings will be held in accordance with the St. Louis Bd. of Ed. Policy. They will be held on **Mondays. All staff meetings are mandatory.** If it is necessary to miss a staff meeting, please provide a written statement to the principal 24 hours prior to the meeting.

It is the duty of all staff members to attend ALL meetings called by the superintendent, principal, or AIC. A teacher who is unable to attend a meeting because of illness, school duty, emergency or other justifiable cause should consult with the principal in advance of the meeting. Staff development will be conducted at the school, district, and other locations. Make sure that you properly sign in on these days.

REMEMBER THE MEETING NORMS: BE ON TIME, BE RESPECTFUL, BE A PARTICIPANT

MONEY AND VALUABLES

Money and other valuables should not be left in classrooms. The school cannot assume responsibility for losses. Send school money to the office for safekeeping. Keep your purse or wallet locked in a closet or drawer. Lock your valuables and classroom doors when leaving either for lunch or at the end of the day. Inform an Administrator immediately if you do not have a means of locking up personal valuables.

MUSTANG MEDALS

To encourage students to follow Ford's school-wide expectations, students and classrooms have the opportunity to earn Mustang Medals. Students and classrooms earn Mustang Medals from any staff member other than their own teacher. Each classroom teacher collects the Mustang Medals earned by the students and the class. If an individual student earns a Mustang Medal, his/her name is written on the back and placed in the classroom's Mustang Medal container. Mustang Medals earned by the whole class are also placed in the container. Each week, the classroom teacher randomly pulls medals so that individual students can receive a prize. In addition, classroom medals are collected and counted every two weeks. The running count is tracked on the "Ford Derby" bulletin board. The class winner each quarter receives a special prize.

OFFICE DECORUM

The office is a place of business and should provide visitors with a positive first impression of our school. Make every effort to keep your interactions businesslike while in the office (and in hallways). The secretary is always the first contact for office related concerns and access to the principal.

OFFICE ETIQUETTE

Staff should meet in the main office to conduct business with the secretary, swipe in/out, or to deliver/retrieve mail. This area should remain professional at all times so students should not be sent to the office to sit and wait for the principal, nor shall adults congregate and hold personal conversations.

The secretary area is off-limits unless being occupied by an individual covering the desk in his or her absence. No supplies, equipment, or records should be removed from the office without notifying the secretary.

PBIS

Unfortunately, no magic wand single-handedly works to remove the barriers to learning that occur when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, a "one size fits all" approach is less effective than interventions based on the needs of each school.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

**Staff will receive a PBIS Handbook to refer to the PBIS Framework for Ford Elementary School later*

PERSONAL TELEPHONE CALLS

Classroom instruction **may not** be interrupted by phone calls, including personal cell phones. If personal telephone calls become necessary, they should be made during your preparation periods and/or lunch periods. Teachers should not leave the classroom to make any telephone calls. **The office should be notified if phone calls are made to parents, messages are left for parents, and you expect a return call.** Messages from in-coming callers will be taken and placed in your mailbox. Please advise family members and friends that they should not call the school unless it is an emergency. In case of an emergency, the message will be forwarded to you, immediately.

- Cell phones-Personal calls received or made during instructional or team-planning times are prohibited.
- Cell phones are to be used to document student behavior and to send referrals.
- Please refrain from wearing earpieces during the instructional day.

PLANNING PERIOD

The Art, Music, and PE schedule has purposely been designed to allow common teacher planning times. Teachers will meet on weekly data meetings. The principal and/or AIC will meet with grade level teams as needed during these times. The goal in providing this amount of common time is to facilitate the presentation of similar instruction in each room within a grade level and to lighten the load on any one teacher by sharing responsibilities with teammates. In addition, common planning time is to be used to plan lessons, analyze student data and, as a team, plan instruction to meet both individual and classroom student needs.

The primary purpose of a planning period is to allow teachers time to share ideas with colleagues, plan for instruction, enter data into grade book, develop differentiated instruction, and to meet with parents and/or a principal/dean as the need arises. Teachers are expected to “drop off” and “pick up” their students to and from the Art, Music, and PE classrooms daily. It is important to be timely when arriving at the special class for drop off and pick up.

All instructional personnel are assigned 250 minutes per week for instructional planning. Following are recommended uses of the planning period:

- Preparing instructional materials.
- Keeping Grades in the Student Information System up-to-date weekly.
- Grading papers.
- Creating lesson plans.

- Student truancy reports if student is consistently absent after three days.
- Preparing reports.
- Keeping homeroom permanent records up-to-date.
- Consulting with Principal, Assistant Principals, Counselors, etc.
- Consulting with Guidance Department personnel and checking permanent records for additional information concerning students in classes.
- Conferences with parents. (phone or email) Five mandatory contacts per week and document this contact in SIS.
- Meeting with interdisciplinary teams “Team Training” – participating in a workshop.
- Maintaining classroom cleanliness and organization.

PROFESSIONAL ATTIRE

- I. Community Standards
The St. Louis Public School District reserves the right to insist that the dress and grooming of employees are within the limits of generally accepted community and professional standards.
- II. Educational Environment
Employee dress and appearance play a vital part in the projection of a professional image. This professional image contributes to the establishment of a positive learning environment; enhance administrator, teacher, and support staff effectiveness in working with students; allows the employee to model for student’s appropriate dress and appearance in the work place; and enhance the professional image of school personnel within the community at large.
- III. Responsibility
The site or department administrator will ensure that employees who are supervised by the administrator meet the standards.
- IV. Attire and Grooming Standards
 - A. The following are not considered to be appropriate attire:
 1. Jeans with tears or ragged edges, shorts, tank tops, muscle shirts, sweat suits, or warm-ups, collarless t-shirts, spandex/lycra as an outer layer garment or similar tight outfits.
 2. Slippers, house shoes, work boots, thongs, and other similar foot apparel.
 - B. All employees are expected to exemplify grooming standards in a manner that projects an appropriate image of the employee, the school, and the district.
 1. Employees shall keep their hair neatly groomed. Beards and mustaches neatly groomed;
 2. Employees shall not wear on the outside of their clothing jewelry or similar artifacts that may be considered obscene or distracting, may cause disruptions, or which may present a safety hazard to the employee and those with whom they work. Hats are not to be worn inside the work site building.

PROFESSIONAL DEVELOPMENT

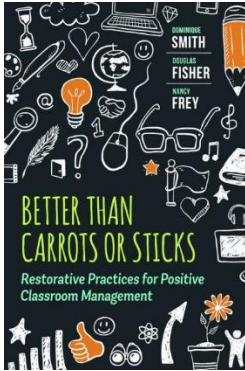
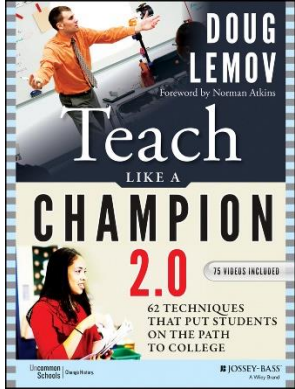
It is the staff members’ professional responsibility to engage in development opportunities. Each staff member will complete a professional development plan consistent with the goals of the school and his/her evaluation. Staff members must maintain PD certificates or other evidence of attendance at PD sessions. The

principal, AIC or the staff member may request professional development. Approval for PD will be given based on relevance and cost.

Book Study

For the 2017-2018 school year, Ford Elementary School faculty and staff will be participating in two (2) book studies in an effort to improve professional practices. Below are the selected books.

Book Study

	
<p>Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management</p> <p>By Dominique Smith, Douglas Fisher, Nancy Fray</p>	<p>Teach Like a Champion 2.0: 62 Techniques That Put Students On The Path To College</p> <p>By Doug Lemov</p>

MY LEARNING PLAN

All staff members (certificated and non-certificated) are required to update my learning plan. If you have any questions see Dr. Berendzen.

PROFESSIONAL LEARNING COMMUNITIES (PLCs)

Ford Elementary School is committed to being a Professional Learning Community. As such, it is imperative that all staff members embrace this concept and make changes accordingly. Every staff member will be working toward raising student achievement through effective instructional practices. To do this, each grade level is expected to identify essential skills based on GLEs and assessment data. These skills will be taught to mastery! Teachers are responsible for analyzing the data and making sound instructional decisions based on data.

PLC/Data Team Meetings

Grade-level meetings will occur at least once each week. Teachers may find it necessary to meet more often.

- It is critical that teachers are using the required Data Team documents for each meeting. Please turn in copies of the meeting notes after each meeting.
- Data Team time is for conversations among colleagues about the work.
- The Academic Instructional Coach and Principal will be attending and participating at these meetings.

PROMOTIONS AND RETENTIONS

It has been determined through research and observable results by teachers, administrators, and other educators that any benefits from retaining students are generally completely hindered by the negative, overwhelming impact in later years, including future retention, poor behavior and high risk for “dropping out” of school. Therefore, we will follow the District’s Promotion, Retention and Classification of Students Policy. Teachers should keep portfolios on students that are working below grade level expectations on a consistent basis with little improvement. Portfolios should contain a variety of student work samples over a period of time. **All academic concerns should be supported by relevant student work samples and other documentation.** Students with **2 or more unsatisfactory grades** at any reporting period will receive a “**Letter of Academic Concern**”. A parent conference should occur within 2 weeks of that marking period to discuss necessary strategies for intervention. Those portfolios should be submitted to the Leadership Team no later than the end of 2nd quarter for review before retention will be considered.

SB319

Students reading below grade level will be required to attend summer school in order to ensure that he/she has the requisite skills in that area to be successful and have high achievement at the next grade level. Failure to successfully attend and complete an approved summer school program may result in retention in the previous year’s grade level until the educational faculty and administration are satisfied that the student has achieved the requisite skills needed to be academically successful at the next grade level.

Every effort should be made to ensure the success of all students.

RECORD KEEPING

Staff members are expected to maintain records accurately, neatly, and in a timely manner. This includes but is not limited to:

- Student attendance should be recorded at the beginning of every class period on the **SIS K-12 website**.
- SIS – teachers should enter students’ attendance daily by **9:15 am**.
- A-2’s- should be submitted to Social Worker on any student whose attendance is irregular. A-2’s should be completed when a student has missed 2 consecutive days, has sporadic attendance or is often tardy, etc.
- **Report all record concerns to the secretary.**

RESTROOM USE

Class will take scheduled restroom breaks. This means that teachers will escort their students to and from the restroom. However, use your discretion as to not interrupt instructional time when students have emergencies.

Procedures for using Hall Passes:

1. Do not issue hall passes the first 15 minutes or the last 15 minutes of class.

2. Students are allowed to use the restroom on an as-needed basis during instructional time.
3. Teacher will give students the appropriate pass before leaving the classroom.
4. Restroom passes should be distributed sparingly.

SAFETY PATROL

Members of the School Safety Patrol assist teachers with monitoring students in the cafeteria, gym, and hallways. They also assist with orientation of new students and families to Ford.

All students in fourth and fifth grade are eligible to apply for the School Safety Patrol. To apply, students complete a written application. The School Safety Patrol committee, consisting of Ford staff members, reviews all applications and determines which students will join as interim members. In order to become a permanent member of the School Safety Patrol, students must earn 10 School Safety Patrol Medals from staff members in the building for following the rules. They must also get recommendation signatures from two staff members. Students must follow the School Safety Patrol rules to maintain their status as permanent members.

School Safety Patrol Rules

- Set a good example
- Practice safe walking rules/Meet all school expectations at all times
- Be courteous and polite at all times
- Wear my belt and badge proudly
- Not be “bossy” when reminding fellow students of safe walking rules

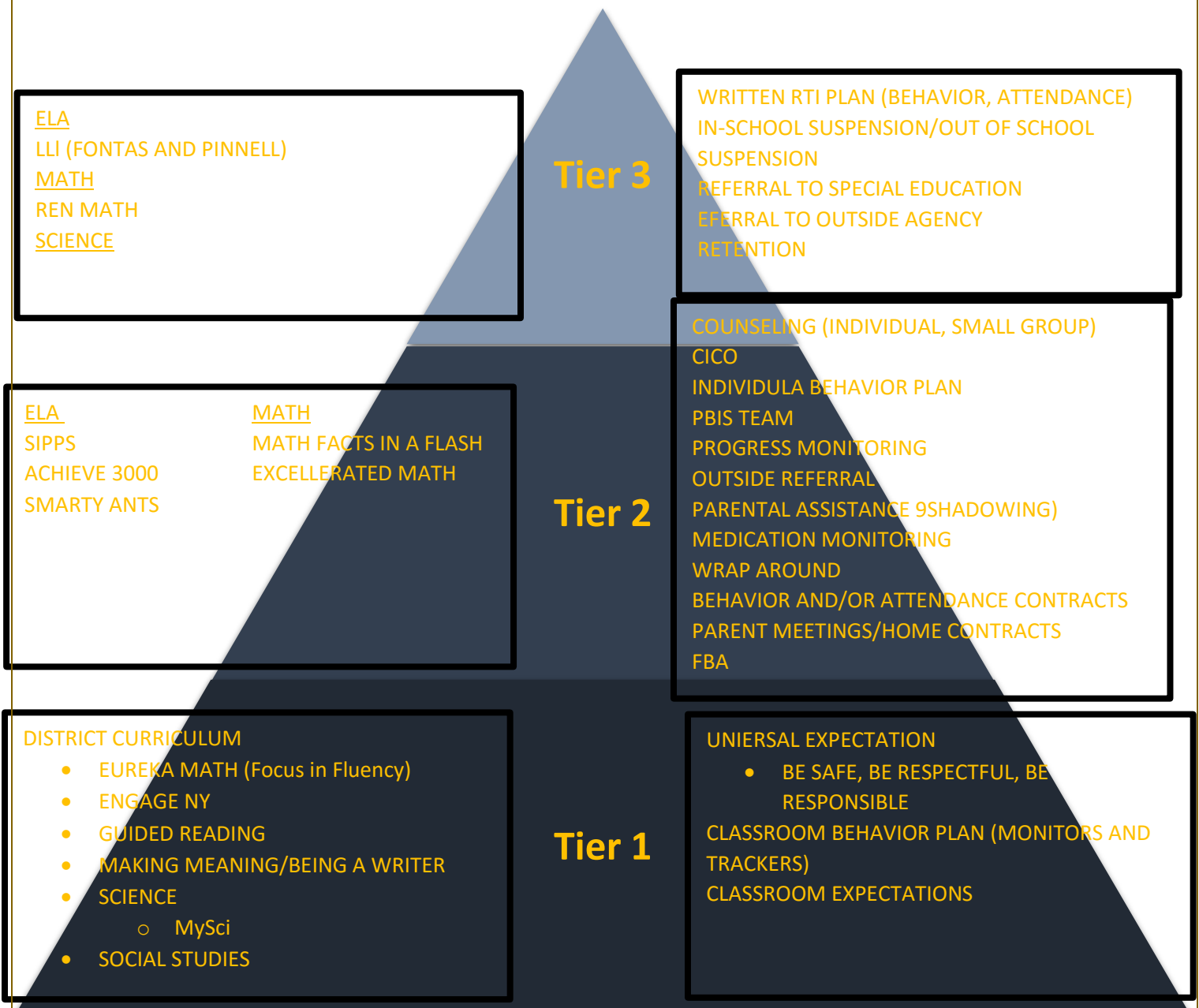
If a staff member feels that a student’s membership on the School Safety Patrol is in question (i.e. due to behavior, attendance, effort, etc.), the staff member must complete an “incident” form. The student in question also completes an “incident” form. The School Safety Patrol committee will review the case and determine what action to take. Individual staff members cannot take badges or sashes from School Safety Patrol members.

SCHOOL-WIDE RESPONSE TO INTERVENTION

To meet the needs of all students, Ford Elementary has implemented a model of intervention called the Multi-Tiered System of Support (MTSS). This model allows us to identify students in need of additional academic and behavior support and the degree of support needed.

Academic Intervention Pyramid

Behavior Intervention Pyramid



STUDENT RIGHTS AND RESPONSIBILITIES

Student behavior guidelines are printed in our District's Students Rights and Responsibilities Related to Conduct Handbook. Teachers should become familiar with school and district behavioral expectations of students.

In the event that a student is suspended, the teacher is responsible for providing work for the student in his/her absence. Whether a student will be suspended or receive an alternative consequence is at the discretion of the principal.

SUBSTITUTE FOLDER

Each teacher is to prepare and keep updated a folder to be used by substitute teachers in the event of absence. The folder should include any instructional materials and information that will ensure the smooth functioning of the instructional program in your room. Please include the following items:

1. A notation which indicates the location of your lesson plans
2. Seating Chart
3. A copy of the master schedule with your lunch time and related arts time highlighted
4. A copy of the duty schedule (if relevant)
5. The name, room number and telephone number for Main Office and Dr. Berendzen

After each absence and each quarter, teachers should replenish and update substitute folders with additional assignments and current information. The due date for the first submission of substitute folders is August 29, 2016 to the main office. Additional materials should be added as they become available.

Each teacher will keep an emergency substitute folder in the main office. The emergency sub folder will only be used in the case of a true emergency. Once the folder has been used, it is the responsibility of the teacher to replace the work in the emergency substitute folder. Once the teacher returns to work after an emergency absence, they have 24 hours to update their emergency sub folder. When you know that you are going to be absent, we will not use your Sub Plans. You are responsible for leaving easy to follow substitute plans for each day that you are scheduled to be out. Sub plans should include all the information listed below, but should support what you are currently teaching.

The building secretary will be responsible for assigning a substitute to your classroom on the days you are going to be out. We will work hard to schedule substitutes ahead of time so you will be able to meet with the sub prior to your absence.

Your sub plan must include:

1. Daily schedule
2. Class roster o List of students who generally take care of class chores o pertinent personal data (such as any special requirements related to students with conditions and/or medications needed daily)
3. Seating chart(s)
4. Dismissal Roster—pick-ups, walkers, bus riders, and afterschool

At least FIVE assignments, one for each subject § Math § Reading § Writing § Social Studies § Science o enough copies of assignment & HW for each student o for every assignment that is included a teacher copy should be provided

Your sub plan must include 1. Daily schedule 2. Class roster o List of students who generally take care of class chores o Pertinent personal data (such as any special requirements related to students with conditions and/or medications needed daily) 3. Seating chart(s) 4. Dismissal Roster—pick-ups, walkers, bus riders, and afterschool

6. At least FIVE assignments, one for each subject § Math § Reading § Writing § Social Studies § Science o Enough copies of assignment & HW for each student o For every assignment that is included a teacher copy should be provided

Each teacher must have an updated substitute folder on file in the office. Each folder must contain current information, since it is a critical tool for the substitute's success.

Substitute folders must include:

- Attendance roster
- Seating chart
- Daily schedule
- Detailed emergency lesson plans
- List of grade level colleagues
- Description of the drop off and pick up procedures
- Lunch and recess periods and procedures
- Information unique to your classroom

Please bring your substitute folder to the office no later than **September 1**. The office staff will house them and distribute them to the substitute when he/she arrives and checks in.

TEACHER EVALUATIONS

Administrators will be in the classroom on a consistent basis to observe the learning and student engagement that is taking place in classrooms. Classroom Observations and the Performance-Based Teacher Evaluation are part of an ongoing process designed to “enhance teacher practice to educate our future.” Teacher Evaluation schedules will be distributed later and will follow the St. Louis Public Schools (SLPS) and Local 420 guidelines. Teachers will receive training on this tool before they are evaluated. It is the responsibility of the teacher to have up-to-date certification and maintain updated documentation related to his/her job and responsibilities.

Staff Evaluation

Annual staff evaluations of probationary staff and some tenured teachers shall, at a minimum take into consideration the following:

- The role of the teacher in meeting the school's student achievement goals, including academic gains of students
- Observation by administrators during delivery of instruction and at other times, as appropriate
- The application of professional development training to classroom and school activities
- Communication and interpersonal skills as they relate to students, parents, other teachers, administrators, and other school personnel

- Timeliness and attendance for assigned responsibilities
- Adherence to school and local school system procedures and rules
- Personal conduct while in performance of school duties

Informal Observations: Based in the Excellent Classroom Rubric

Every time Dr. Berendzen and Ms. McDaniel (or any district person) comes into your classroom for an observation, you will get an email from OASYS@mylearningplan.com. You must acknowledge receipt of this observation feedback using MyLearningPlan.

TEACHER WORKROOM and LUNCHROOM

The lounge is for teacher use before 8:05 am, after 3:15 pm, at lunchtime, and during planning period. Students are not permitted in workroom or lunchroom area during these times. It is the responsibility of the staff to keep this area neat and clean.

We must take responsibility for the maintenance of the workroom and lounge areas. Each time you work in the workroom, you **MUST** clean up after yourself. After completing your meal in the lounge, you **MUST** clean your area. You should label the food you place in the refrigerator and only eat the things you put in the refrigerator. If something spills, please wipe it up completely.

Students are not allowed in the staff workroom or lunchroom.

TEXTBOOKS

Teachers should maintain a list of student book assignments and should notify the parent and the office when a book is lost or damaged.

VISITORS

In an effort to expedite proper protocol when visitors/parents enter Ford Elementary School, the following admission procedures are as follows:

1. All visitors should be directed to the main office.
2. Office personnel will assess the needs of the visitor(s). The appropriate person will be contacted and/or summoned to the Main Office, e.g., Administrator, Academic Instructional Coach (AIC), counselor, etc.
3. Visitors will be given a visitors badge before visiting any classroom. Everyone should assist in enforcing this policy. If you see a visitor in the building without a visitor's badge/pass, direct them to the main office.

No social visits are to occur during instructional time; regardless to whether these are staff members or outside visitors. Teachers are not to bring family to school unless prior approval has been secured from the principal.

All visitors should park in front of the building and must enter through the main building entrance. The secretary or designee will buzz visitors into the building.

Students or staff members should not open the door.

Visitors must present a form of identification when signing in.

A visitor pass will be given to every visitor. If a visitor does not have the appropriate visitor's pass, he/she will be directed to the main office.

WALKTHROUGHS

The instructional leadership and staff will conduct walkthroughs on an ongoing basis. These walkthroughs will not be used for evaluative purposes. They are intended to provide the instructional team with information to support teachers in their instructional practices.

Learning Walks

The building principal will conduct frequent "Learning Walks" in all classrooms to identify areas of need for professional development for staff, improve instruction, and provide timely and meaningful feedback to teachers. The purpose of a Learning Walk is not to evaluate teacher performance. Rather, its purpose is to gather data to make informed decisions on the instructional needs of our teachers, as well as to provide the necessary support to teachers to help them continue to grow in our profession.

STAFF HANDBOOK ACKNOWLEDGMENT FORM

I hereby acknowledge that I have receipt of the 2017-2018 Ford Elementary Employee Handbook and further acknowledge that I am responsible for understanding and adhering to the contents of this handbook and School Board policies.

- I understand that this document will be placed in my electronic and/or central office personnel file. An electronic version of the handbook can be accessed online in the district-provided OneDrive under "Staff Handbook".
- I understand the information in this handbook is subject to change.
- I understand that changes in St. Louis Public School Board policies or procedures may supersede, modify, or render obsolete the information summarized.
- As my administrator provides updated policy information, I accept responsibility for reading and abiding by the changes.
- I understand the most current version of this handbook will always be posted in the district-provided OneDrive under "Staff Handbook".
- I understand that failure to abide by St. Louis School Board policies may subject me to disciplinary action leading up to and including dismissal.

Staff Member: _____

Position: _____

School/Location Assigned: Ford Elementary School, Saint Louis Public Schools

Signed: _____ Date: _____