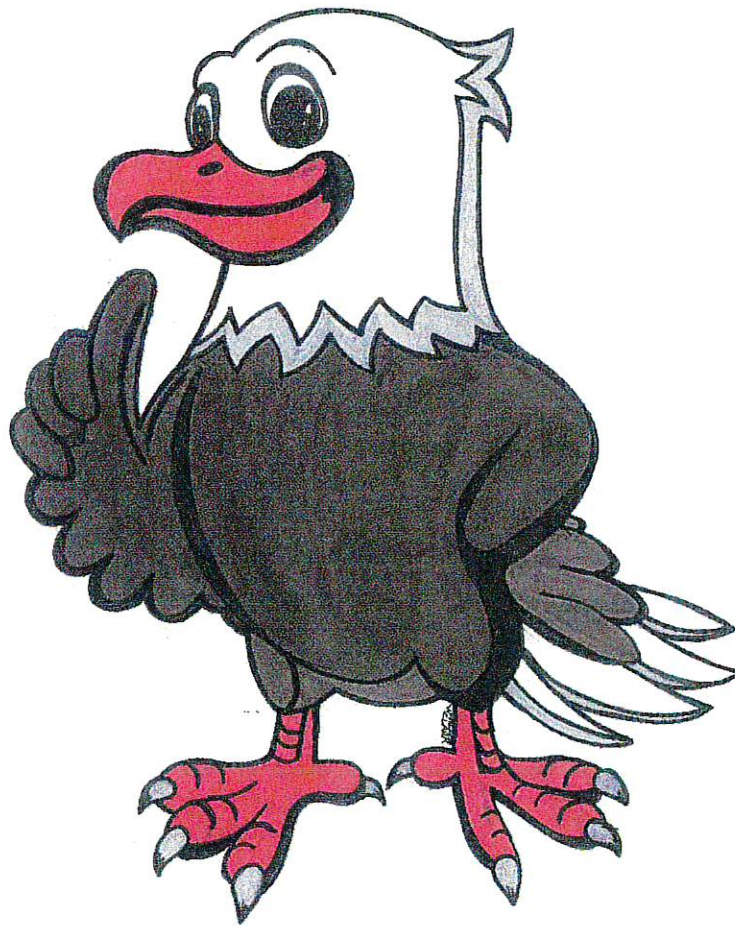


Staff Handbook

West Side Elementary

School 2023-2024

All sections of this handbook are subject to change due to the ongoing impact of COVID 19. The situation is dynamic and will change and grow as the impact of COVID 19 changes.



Assemblies

Teachers are expected to attend all general school assemblies to assist with student supervision unless notified otherwise.

Attendance and Tardy Reporting

It is absolutely necessary to take accurate attendance at the beginning of each school day. Please take attendance in the AM by 8:30 and PM by 12:30. If a parent has not called the school to report an absence, office staff will be calling the parents checking on the student. If a student brings a note of absence prior to being gone, please communicate that information to the office secretaries. All children that check out of school early during the day will be handled and checked out through the office. If a student is tardy to the school, the tardy will be marked in the office and the student will bring a Tardy Slip back to give to the teacher.

Behavior

Classroom Managed Behavior	Possible Teacher Strategy
Lack of supplies	<ul style="list-style-type: none">• Reminder of Expectation (always)• Provide supplies
Walking out of Class	<ul style="list-style-type: none">• Behavior Contract• One-on-One Conference• Work on Break Spot Protocol
Refusal to Work/Consistent Defiant	<ul style="list-style-type: none">• Meet & Greet• Parent Contact• One-on-One Conference• Behavior Contract• Building Relationship with Student
Profanity	<ul style="list-style-type: none">• Planned Ignoring• Redirection• Secret Signal• One-on-One Conference
Dress Code	<ul style="list-style-type: none">• Reminder of Dress Code (always)• Consultation with main office or social workers regarding a change of clothes
Excessive Teasing of Others	<ul style="list-style-type: none">• Secret Signal• Parent Contact• On-on-One Conference
Not Following Teacher Directions	<ul style="list-style-type: none">• Broken Record• On-on-One Conference• Building Relationship with student
Cell Phone Use/Music Use	<ul style="list-style-type: none">• Reminder of the Expectation (always)• Proximity Control• Secret Signal• Phase 3
Talking During Instruction	<ul style="list-style-type: none">• Proximity Control• Moving Seat• Secret Signal
Tardy	<ul style="list-style-type: none">• Meet & Greet• Acknowledgement• One-on-One Conference
Eating/Drinking During Class	<ul style="list-style-type: none">• Meet & Greet• Redirection

CLASSROOM MANAGED vs. OFFICE MANAGED BEHAVIORS

Observe Problem Behavior

Problem Solve with Students

Level I Strategies

Level I Strategies

Redirection for Student

Restate Expectation

Ask student to fix it and disengage

Continue Instruction

Provide a win/win option to the student

Restate the Expectation and give an option to do it another way or with support

Ask student to fix it and disengage

Continue Instruction

Determine if behavior is
Classroom managed or office
Managed?

Call for Admin
support

Administration
determines a
consequence.
Teacher calls
parent/guardian to
explain classroom
removal within 24
hours

Administration
follows up with
teacher(s) and
family if necessary

Level 2 Strategies

Select 3-5 classroom
management techniques to
implement from the list on the
back of this page that meet
students function of behavior.
*If these strategies fail to work
fill our ODR*

Level 3 Strategies

Use additional strategies to
implement in your classroom.
If you have tried all the listed
strategies and feel that the
matter still needs attention,
complete an ODR form.

Classroom Managed vs Office Managed

Lack of supplies

Sleeping in class

Refusal to work

Profanity

Dress Code

Excessive teasing

Off task

Out of seat

Not following

Teacher directive

Throwing things

Late to class

Violation of closed

Campus

Eating in class

Ipods/music use

Walking out of class

Physical Aggression

Verbal Aggression

Drugs

Weapons

Threats

Gambling

Stealing

Fights

Smoking

Sexual Harassment

Vandalism

Cheating

Truancy

Gang activity

Illegal activity

Chronic minor infractions are defined as
Fourth DOCUMENTED minors. Minors
must meet the following criteria:

- All infractions must be for the same behavior
- All infractions must be documented in SWIS
- All infractions cannot take place on the same day/class period
- Three different intervention strategies must be implemented

Behavior intervention form at the end of this handbook.

Breakfast

Breakfast will be served in the cafeteria starting at 7:40 each morning. 1st and 2nd grade will be dismissed at 7:55 to go to their classrooms. Kindergarten students will eat in their classrooms at 7:55 AM

Cellular Phones and Electronics

Teachers should not use cellular phones and other personal electronic devices during instructional periods throughout the school day. All cell phones should be turned off or placed on silent unless an emergency is reported. If this is the case, please communicate the emergency cell phone use to the principal's office via email. Other personal electronic devices should be used for educational purposes only.

Chain of Command

Chain of command is of the utmost importance in the operations of schools. In following the chain of command, correctly, everyone that needs to be involved will be fully informed and resolution will come in the shortest amount of time possible.

Classroom Storage

West Side classrooms have recently been updated with new cupboards and windows. Fire code requires no stacking of materials up to 24 inches from the ceiling. If you have any questions please see Mrs. Vandall.

Daily Announcements

Daily announcements will occur at the beginning of the school day at 8:10 AM. Please help the students understand that the announcements are important and that the students listen to the announcements. If you have a specific announcement you would like made over the loud speaker, please email the building principal or secretary the day prior to the announcement.

Discipline

The key to good discipline is planning and prevention. Procedures that keep students busy with relevant productive activities will minimize or eliminate disruptive behavior. In general, it is a good idea to focus on a 4:1 ratio between positive and negative. Often times rewarding a positive behavior will also curb any negative behavior that may be happening. It is important that students be taught all behavioral and academic expectations. When it comes to discipline, consistency is essential. Set your standards high, teach them to the students, remind students often, do not bend the expectations and enforce consequences when necessary. As professionals, we must avoid yelling, humiliating, sarcasm and arguing with students at all costs. Try to take a student into a private setting to discipline as much as possible. If negative discipline choices are made by a student consistently, it is important to document the behavior (Fill our NOB forms) and make consistent contact with parents.

Dress Code

All staff members are expected to dress professionally and to always out dress their students. Please make it a point to set a good example for your students as to what constitutes professional dress. Thursdays are designated as jean days in support of the denim days' fundraiser. If you would like to wear jeans on Thursdays and during other special occasions, it will cost you \$1.00.

Emergency Action Planning

- ☐ Level 1 Emergency—Emergencies at this level involve situations that generally should not interfere with the normal routine of the school. The administration office will update the superintendent's office. The counselor will watch for staff members who may be affected by the news and the proper substitutes will be hired at the request of the principal.
- ☐ Level 2 Emergency—Emergencies at this level may require substitutes requested by a staff member. The school day may be interrupted, but school will be in session. The principal will contact the superintendent's office, look

Home Relations

Dealing with parents is an important part to being a successful teacher and creating a strong relationship with your students. The general rule is to touch base with parents early in the school year and keep a consistent and open line of communication with parents for the remainder of the year. Remember as a school we do try to accommodate parents, but it is not our job to cater to their every request. Because parent cooperation is one of the most important keys to improving student performance make contact early and often.

Hours on Duty

- **Teachers' hours on duty are:** 7:30 AM to 4:15 PM
- **Instructional hours are as follows:** 7:55 AM to 3:40 PM.
- The morning tardy bell will ring at 8:05
- **Office hours are as follows:** 7:00 AM to 4:30 PM

Leave During the School Day

If an emergency or other circumstance arises that makes it necessary to leave the building during instructional hours, it is mandatory to check out at the office prior to leaving. You must speak with the office secretary or building principal. When returning to the school please communicate your return to office staff.

In addition to regular school hours, teachers are occasionally asked to be available for extra duties, meetings or to serve on committees upon the request of the building principal or superintendent.

Lesson Plans

Lesson plans must be sent to the principal prior to 8:00 am Monday morning, prior to the start of instructional hours. Include objectives, outcomes, and assessment should be included in all lesson planning as well as materials, procedures, and assignments when applicable.

Library/Computers

The library with the assistance of the principal's office will make rules governing the library and its uses. This will include all books, equipment, media, etc. Teachers who need materials for their classrooms may check them out and return them on or before the due date. Library and computer class time missed due to a scheduled school vacation day will be made up as class schedules allow.

Lunch

Lunch is unique to each grade level. Staff members are free to leave the building during their grade's specific lunchtime except when assigned lunch supervision duties.

Lunch Count

If you plan to eat hot lunch, please lunch count in your classroom mark the appropriate areas. If you would like to eat lunch or a chef salad (\$4) for the day, please email Julie before 8:30 AM and she will give an accurate salad count to the kitchen. If you have a scheduled lunch duty during the day, you will receive an earned lunch.

Master Calendar of Events

Each building secretary keeps a master calendar of events. To reserve a date for any function first check with the building principal or secretary your wish to hold the event at. Following approval at the building level, it is necessary to complete a rental agreement form. It is important to follow this procedure to avoid conflicts. It is important to remember all school related events take precedence over public related events.

Media Guidelines

When a video is used, all level and age recommendations for media should be observed. The Media must have educational value and can be viewed in the classroom with the consent of the principal. Media without educational

- ☐ Inform students of consequences of inappropriate behavior.
- ☐ If necessary, be sure to have available a complete list of students, grade book, attendance record, lunch count, seating chart, textbooks, worksheets and materials the sub will need for the day. Please ensure lesson plans are complete and ample materials are supplied. If the absent for a short period of time, the substitute should not have to make copies of worksheets or assignments.
- ☐ Typically a substitute will cover material more quickly than a classroom teacher. Problems multiply when a substitute does not have enough for students to do. Have an extra project, assignment or plans on what to do if the lesson is covered quickly.
- ☐ Attendance sheet should be provided for your sub until changes can be made in infinite campus to limit a substitutes' access to the program.
- ☐ Give substitutes "relevant" material to cover in the classroom. "Busy work" or "study hall" could have the potential of causing excess disruptions for the substitute teacher in the classroom.
- ☐ If possible set up a meeting with the substitute to go over lesson plans and the expectations of the students and the substitute prior to the absence.
- ☐ Ensure substitutes are aware of all special rules and/or regulations that apply to your individual classroom.
- ☐ Ensure the substitute is aware of any extra duties they may have and what is expected of the sub on these duties.
- ☐ Ensure the substitute knows exactly what to do if a student is misbehaving in the classroom or refuses to do work. Also let the sub know of any special situations that may come up in your classroom or if certain students may possibly have discipline problems with a substitute in the classroom.
- ☐ A list of all students having assigned duties in the classroom and their responsibilities or if the teacher has a "student helper" of any kind.
- ☐ Be sure the substitute has access to class schedule, emergency procedure manual and classroom rules.

This binder is due to the office by Tuesday, September 5, 2023 at 8:00 AM

Tobacco Free Policy

The School District maintains a tobacco-free building and grounds. Use of tobacco will not be allowed in any school building or grounds, nor will employees be allowed to use tobacco while on duty. New employees of the district will be hired with the understanding they will be directed not to use tobacco in school buildings or grounds. Limitations or prohibitions on tobacco use are applicable to all hours. All employees are expected to aid in the enforcement of this policy.

Transition Supervision

Teachers must escort their class to and from all specials throughout the school day. Please ensure students are following all expectations in the hall and that they arrive at their specialty class in a timely manner. During the transition of going to recess and students coming in for recess, it is mandatory to be in the hallways near your room to help supervise the students and to assist them with any needs.

WS Important Dates

Please go to Google Documents titled: WS Important Dates 2023-24

While I always want to be careful not to minimize anyone's experience (it's the social worker in me!) and a part of me suspects that the sharing of this particular story may have been simply this parent's spontaneous way of making conversation with me in a store aisle, I hear these "alarming" (read: benign) stories often enough to conclude that there is a real need to draw a distinction between behavior that is rude, behavior that is mean, and behavior that is characteristic of bullying. I first heard bestselling children's author, [Trudy Ludwig](#), talk about these distinguishing terms and, finding them so helpful, have gone on to use them as follows.

Rude = Inadvertently saying or doing something that hurts someone else.

A particular relative of mine (whose name it would be rude of me to mention) often looks my curly red hair up and down before inquiring in a sweet tone, "Have you ever thought about coloring your hair?" or, "I think you look so much more sophisticated when you straighten your hair, Signe." This doting family member thinks she is helping me. The rest of the people in the room cringe at her boldness and I am left to wonder if being a brunette would suit me. Her comments can sting, but remembering that they come from a place of love—in her mind—helps me to remember what to do with the advice.

From kids, rudeness might look more like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade, or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviors could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners, or narcissism, but not meant to actually hurt someone.

Mean = Purposefully saying or doing something to hurt someone once (or maybe twice).

The main distinction between "rude" and "mean" behavior has to do with intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone. Kids are mean to each other when they criticize clothing, appearance, intelligence, coolness, or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger—impulsive cruelty that is often regretted in short order. Very often, mean behavior in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Commonly, meanness in kids sounds an awful lot like:

- "Are you seriously wearing that sweater again? Didn't you just wear it, like, last week? Get a life."
- "You are so fat/ugly/stupid/gay."
- "I hate you!"

Make no mistake; mean behaviors can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

Bullying = Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.

Experts agree that bullying entails three key elements: an intent to harm, a power imbalance, and repeated acts or threats of aggressive behavior. Kids who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse—even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying may be physical, verbal, relational, or carried out via technology:

Request for Behavior Intervention Assistance

Date _____ Teacher _____ Grade _____

Student Name _____ IEP: Yes No (circle)

Problem Behavior _____

What is your behavioral goal for this student? _____

What have you tried to date to change the situation in which the problem(s) occur?

☐ Modified assignments to match the student's skills ☐ Changed seating arrangements

☐ Arranged tutoring to improve the student's behavior ☐ Changed curriculum

☐ Changed schedule of activities ☐ Provided extra assistance

☐ Other _____

What have you done to date to teach expected behaviors?

☐ Reminders about expected behavior when problem is likely to occur

☐ Clarified rules expected behavior for the whole class

☐ Practiced the expected behaviors in class

☐ Retought behavior to this student

☐ Oral agreement with the student

☐ Systematic feedback about behavior

☐ Other _____

What consequences have you tried to date for the problem behavior?

☐ Reprimand ☐ Time-out ☐ Student conference ☐ Detention

☐ Loss of privilege ☐ Parent contact ☐ Parent conference ☐ Office referral

☐ Other _____

Sidney Public Schools District Calendar

2023-2024

This Calendar provides 152.5 Pupil Instruction Days, 7 PIR and 7 PLC teacher days.



July						
Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Total Days in Each Quarter

Quarter 1 : 35 Days
 Quarter 2 : 37 Days
 Quarter 3 : 40 Days
 Quarter 4 : 40.5 Days

JULY

10 Board Meeting

August 11 pupil / 2 PIR						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST

7 Board Meeting
 14-15 PIR All Staff
 16 School begins
 Quarter begins
 17 1st Day for Upper Classmen
 18 Friday School Day

September 16 Pupil						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

SEPTEMBER

4 Labor Day
 8 Friday School Day
 11 Board Meeting
 22 PLC half day
 No School

October 17 Pupil / 2 PIR						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCTOBER

9 Board Meeting
 12 Quarter 1 Ends
 13 PLC half day
 No School
 16 Quarter 2 Begins
 19 PIR No School
 20 PIR No School

November 16.5 Pupil						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER

13 Board Meeting
 17 PLC half day
 No School
 22 Noon Release / Thanksgiving Break
 23 Thanksgiving

December 11.5 Pupil / 0.5 PIR						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER

11 Board Meeting
 21 Noon Release / Winter Break
 Quarter 2 Ends
 PIR half day
 Afternoon for Staff

JANUARY

2 Quarter 3 Begins
 Second Semester
 5 Friday School Day
 8 Board Meeting
 19 PLC half day

January 19 Pupil						
Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

12 Board Meeting
 16 PLC half day

February 17 pupil						
Su	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH

4-8 Spring Break
 11 Board Meeting
 14 Quarter 3 Ends
 18 Quarter 4 Begins
 22 PLC half day

March 12 Pupil						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL

1 Easter Break
 No School
 5 Friday School Day
 8 Board Meeting
 19 PLC half day

April 18 Pupil						
Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

3 Snow Day
 Make up day
 (No school unless needed)
 10 PIR half day
 13 Board Meeting
 19 HS Graduation
 24 Noon Release
 Summer Break

May 14.5 Pupil / 0.5 PIR						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

The School Board reserves the right to alter this calendar with notice to all students, staff and the community.

June						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Calendar Key

= No School
 / = Noon Release
 ## = Quarter Begins/Ends
 ## = Marked for Parent/Teacher Conf.

☐ = Monthly Board Meeting (2nd Monday)
 ☐ = PIR Day for Staff
 ☐ = PLC Day for Staff