

STUDENT/TEACHER/PARENT Handbook

Welcome to Alturas Elementary School

A School of Dual Language Learning

Welcome to Alturas Elementary School. We are depending on you to extend the tradition of the Blaine County School District of excellence in academics, citizenship, extracurricular activities and community partnerships.

The Alturas Elementary School Staff is committed to providing you with a variety of quality learning experiences. You can depend on every member of our staff to support you, and help you find your strengths, while honoring your individual differences. If you are a 4th and 5th grader we expect you to use your Agenda daily. It is a great organizational tool and has important information that can help you to be successful. Parents, please review the information contained in the Agenda. Use it as an opportunity to discuss with your children what learning opportunities they participated in that day. You may also find the agenda is a good tool for communicating with your child's teacher and understanding our school policies and procedures. We also encourage all parents to view information on our district and school websites to keep informed of upcoming events at www.blaineschools.org.

Alturas Elementary School has high expectations and academic standards to assist in preparing you on your academic journey to be college and career ready upon graduation. All of us working together can successfully achieve these goals, but it will take hard work, self-discipline, a commitment of support to each other, good citizenship, respect, and a willingness to persevere by always celebrating what you know, and what collectively you can achieve as inquirers actively engaged in learning.

So work hard, stay engaged, find your voice, have fun and make incredible memories while you are a collaborative, and very important member of Alturas Elementary and our greater school community.

Yours truly, Principal Brad

This handbook is intended to provide students, parents, and staff our school and district expectations around learning, teaching, and as members of our educational community. How these expectations are fulfilled will vary from team to team, teacher to teacher and from student to student, as we always honor the individual student and the needs addressed.

Blaine County School District Philosophy

Mission:

The mission of Blaine County School District is to inspire, engage, educate and empower every student.

Alturas Elementary School Philosophy

Vision

As a collaborative community, we create pathways of respect; of learning; and of appreciation for linguistic and cultural diversity

Mission

We, the community of Alturas Elementary:

- **EMPOWER** learners
- **ENRICH** experiences
- **ENGAGE** as citizens of our world

OUR SCHOOL BELIEFS

We, the students, parents and staff at Alturas Elementary believe
We must all do our part.

We must help each other whenever we can.

We will celebrate our successes.

We will set high goals in order to know where we are going.

We will measure our results often to see if we are accomplishing our goals.

We will do whatever it takes to fulfill our mission. And, ***together we will reach new heights.***

DUAL IMMERSION SCHOOL

Benefits of a Two-Way Dual Language Immersion Program

- Offers equal access to education
- Raises self-esteem for all children
- Better prepares students to meet the challenges of a global society: academically, linguistically and socially
- Promotes increased cognition, such as critical thinking and problem-solving skills
- Supports academic achievement
- Provides the added value of being functionally literate in two languages
- Develops an appreciation and understanding of diverse cultures
- Increases parent and community involvement

Goals for our Dual Immersion Program

- High levels of proficiency and literacy in students' first language
- High levels of proficiency and literacy in their second language
- High academic achievement at each grade level in both languages
- Positive cross-cultural attitudes and behaviors

ENTRY AND EXIT PROCEDURES

Alturas Elementary School holds high standards for all students. We are committed to providing excellent educational opportunities for our students that will challenge them, and prepare them to meet the Standards at each grade level and beyond. We expect that students who wish to enter the Dual Immersion program late can access grade level content immediately without much remediation.

We make every effort to balance the entering classes with strong language models; Spanish dominant students and English dominant students.

- Any family who enrolls at Hailey, Alturas, or Bellevue will complete the Home Language Survey.
- If they check yes, they have been in a bilingual program, the secretary will communicate with the ESL Department.
- The ESL Dept. will inform families of their options. If the family is interested in Alturas for Dual Immersion, they will be shown the criteria and the ESL teacher will call Alturas and set up an appointment.
- They will be administered grade level assessments in reading fluency, reading comprehension, listening comprehension, writing, and speaking in Spanish. The results will be analyzed to determine if placement in the Dual Immersion program would be appropriate. We expect all students wanting to join the program to first show proficiency at grade level material in both English and Spanish.

Native Spanish Speakers-

Newcomer - Any student who has not attended a school in the United States in the last two years and is a native Spanish speaker.

Any newcomer, who is a native Spanish speaker, arriving at Hailey, Alturas, or Bellevue Elementary Schools, who indicate they have an interest in the Dual Immersion program, will be referred to the Alturas Elementary office.

THE SCHOOL DAY

Our school day begins at 7:45am and ends at 2:15pm. If your child is ill or absent parents are expected to call the office in the morning at 578-5090 to report and excuse their absence. You may leave a voicemail message at ext. 2901.

When arriving in the morning, all students are invited to go directly in the main doors. If they are going to join us for breakfast they should go into the cafeteria. If students are not going to eat they will go out the door by the library to the playground. Breakfast is served from 7:15am until 7:40am. Classes at Alturas Elementary School, kindergarten through fifth grade, BEGIN at 7:45, the prep bell will ring at 7:40am, kids should be at school and on their way to class when that bell rings. All students are expected to be in their classroom at 7:45am ready for the school day. It is very disruptive in a classroom for students to arrive late. Parents please make every effort to get your child to school on time. Being tardy can affect a child's entire day. If any child is eating breakfast here at school, please plan accordingly to provide them time needed to eat and then get to class on time. Students who walk or ride bicycles are to leave as soon as school is dismissed at 2:15pm. Students are expected to remain on campus throughout the school day.

Bus schedules are posted online. School staff will be happy to assist you in determining bus numbers, and arrival times.

EMERGENCY CONTACT

At the beginning of each year parents are asked to fill out an emergency contact for each of your children. There **MUST** be two emergency contact phone numbers listed. It is critical families keep this information current and updated. If there are any changes made to the information you provide during the school year please let the office and your child's teacher know immediately.

VISITORS

Parents of students enrolled in school are highly encouraged to visit and be active participants in our school day activities. It is helpful if arrangements are made ahead of the visit with each of your children's teachers. ALL VISITORS MUST CHECK IN AT THE OFFICE and receive a visitor's pass. The pass should be displayed where it is easily visible throughout your visit. If your visitor's pass is not visible, it is our policy to question your presence on our campus. Please do not be offended.

All doors are locked during the school day for the safety of your child, with the exception of the front entrance near the office. Please do not bring other children as this may result in a disruptive, non-productive atmosphere. Student visitors are strongly discouraged. Having elementary age children in the school that are not enrolled is a disruption to the educational process. We will accept such for lunch on occasion, but we ask that you make arrangements with the office in advance.

PETS

Students may arrange with their teacher to bring a pet to school for sharing. Pets are not allowed to come without prior arrangements being made. We ask that you do not bring your pet to school each day when dropping off or picking your students up as they tend to cause unnecessary distractions. If you do choose to walk your dog to school to pick up your child they **must be leashed**, and they are **not allowed in the building**, at any time - whether on leash or carried.

PARENT TEACHER ORGANIZATION (PTO), VOLUNTEERING

We encourage all parents and staff to become actively involved in the school and the children's education. If you would like to volunteer in the classroom please contact your child's teacher to arrange a schedule or opportunities for you to be involved. Alturas Elementary also has a Parent/Teacher Organization, which has been very beneficial to our school. The PTO helps our school or classrooms organize events, purchase materials, and find fundraising opportunities that benefit all of us. They help plan special activities to engage our school

community. The PTO is made up of caring parents who support the social emotional health of our school. For more information as to how you can get involved please call the office and we will put you in contact with our current PTO president. We welcome your participation and hope you enjoy the time you and your children spend with us at Alturas Elementary.

CONCERNS AT SCHOOL AND PROBLEM SOLVING

We recognize parents may have a concern from time to time regarding their child and school. We strive to address challenges and answer your concerns. We highly encourage parents to stay actively engaged, as your input is critical when solving problems. Do not hesitate to contact your child's teacher if you have questions or concerns regarding classroom dynamics. If you feel your concerns were not addressed appropriately please contact the school principal to assist further in problem solving the situation and coming to a workable solution. If you have any other concerns, feel free to contact the office or principal at any time with these issues. Please do your best to communicate concerns in a timely fashion to the office or classroom teacher. When dealing with young children, asking them to reflect on events that happened a few days before, or the prior week, often results in facts or details becoming blurred.

We believe in a positive behavior approach to discipline. We do our very best to honor the appropriate choices students make in maintaining healthy relationships and behaving appropriately at school. When children make a mistake we will help them understand why the choice they made was inappropriate and provide them the opportunity to make the correct one. For any major infractions parents will be notified.

If a child is hurt at school, barring the normal daily playground bumping into and skinned knees, parents or guardians will be immediately notified and given the option of how to proceed. When children get hurt, parents or guardians may decide to come in and check on them to assess the injury, provide a reassuring parental loving hug, or check them out of school to rest for the day, or even take them to the doctor just to be safe nothing is broken.

We want students to feel safe at school, and parents to feel that their children are safe at school.

DISCIPLINE POLICY

Philosophy: All students have the right to learn. All teachers have the right to teach.

At Alturas Elementary School, students are expected to respect themselves, others and the school environment. If they make a poor choice, they will be removed from the situation, and allowed to problem solve with a staff member. Referrals will be sent to our Responsible Thinking Classroom.

The Responsible Thinking classroom is a safe environment, conducive to learning, free from disruptive behavior, where students are able to reflect on the choices and actions, problem solve the appropriate desired behaviors and develop the ability to become self-disciplined. Parents and teachers do not make the plan; but guide students through the process. Students who articulate their own plan are more likely to follow it, and therefore find success. This is how responsible thinking is taught.

Certain items are not beneficial to student learning and hinder the successful operation of a classroom. Cell phones, Smart Watches, MP3 players, game cards, electronic games, toys, stuffed animals, blankets or other distractible objects are not to be brought to school. Please be aware of what your child is putting in their pockets, and or backpack and help them make the right decision as to what is appropriate and not appropriate to bring to school. Items that are not allowed are subject to confiscation by a staff member.

The principal or school social worker will handle more serious problems according to Blaine County School District procedures. Parents will be contacted immediately for issues involving weapons, assault and battery, tobacco, alcohol, and drug use.

NO Weapons of any kind are allowed on school premises. Including all toys that resemble such; knives, swords, guns, water guns, lasers, bombs etc. (This includes costumes during Halloween or other celebrations). All weapons will be

confiscated immediately and could result in a child's suspension/expulsion per school district policy.

Our School District Social and Emotional Curriculum is In Focus, and students participate daily in lessons that promote and support healthy and successful relationships.

PLAYGROUND PROCEDURES

Playground Expectations and responsibilities for all students at Alturas Elementary School are as follows:

Be Safe: Stay inside the fenced boundaries. Respect the neighborhood. Do not climb on, run against, or throw/kick playground balls against neighboring fences. Do not toss playground equipment into neighboring yards, and do not aggravate dogs or other domestic/wild animals. Keep your hands, feet, and bodies to yourself – no physical contact. Attempt to be as careful and conscientious of your body during team activities such as soccer and kick-ball, to avoid unnecessary contact. Use the equipment for what it is intended (jump ropes are for jumping). Rocks, snowballs and wood chips are not to be thrown. Personal toys or equipment is to be kept at home.

Be Responsible: Keep our playground clean. Do not kick/carry wood-chips out of the bordered areas. Ask permission from a staff member before entering the building to use the bathroom or get a drink of water. Ask for assistance from a staff member if your ball goes outside the fence. Get permission or be escorted to the office. Seek staff assistance to problem solve when conflicts occur. When the bell rings, return equipment you have used and line up immediately in your designated areas to go back to class.

Be Respectful: Invite others to join you in play. Be careful with your words. Be a good friend who shares and cares. Clean up after yourself, put playground equipment away after recess. No one ever excludes others from games or participating in activities. All are friends, and are always welcome to participate.

Playground problems should be resolved during recess with a recess monitor prior to returning to class.

Remember Tattling is when you want to get someone into trouble. Telling is when you want to help them make the right choice.

Consequences: If students choose not to follow these procedures they will be removed from the activity and asked to choose another activity where they can show the appropriate behaviors. If actions are repeated, students will lose their recess, be sent to the planning room or to the principal. Students will be expected to contact their parents and explain the choices they made to lead to their loss of playground activities.

Inclement Weather: When it is 10 degrees or colder, we will have indoor recess with a variety of activities. All other days we will be outside. Please make sure your child is dressed appropriately for the weather; pants, shirts, shoes, coats, boots, proper snow attire, etc. If you need help getting these items, contact the school social worker.

DRESS CODE

Student dress and personal appearance shall not disrupt or distract from the educational environment of the school. Students are to dress in clothes that fit, clean, neat and school appropriate.

We have adopted the following dress code: No spaghetti straps, no halter tops, no underwear showing, no bare midriffs, no miniskirts, or short shorts, no skin tight clothing, no attire which would be disruptive to the learning environment. No cut-off tee shirts, or oversized pants. Make sure your students are dressed for P.E. and recess in the proper shoes. (Students will have P.E. twice a week. Parents, please ask your children which days they have PE and encourage them to wear appropriate clothing and athletic shoes) Children will need to have coats, hats, gloves, snow pants and boots in the winter on the playground. Unless it is below 10 degrees WE GO OUTSIDE. Hats or sunglasses will not be permitted in the halls or classrooms. Please don't send your child to school with "roller" shoes since they are not allowed during school time. No gang related clothing. Clothing must be free of chains, spikes, dangerous objects, vulgar, profane, sexually suggestive, intimidating, discriminatory, alcohol advertisements or religious insignia. No

heavy makeup or bandanas. Please familiarize yourself with the complete dress policy available on the school district website.

We encourage students to wear Alturas Elementary clothing or school colors on Mondays, so that we all begin our week showing our school spirit and commitment to one another. We encourage students to wear College or University attire on Fridays to celebrate the higher educational opportunities available to us after high school.

Lost and Found: Clothing items that are found in the building or on the playground are gathered up and placed in the lost and found near the cafeteria. Students should make a regular habit of checking the lost and found for items they may have misplaced. Other items that are found (money, jewelry, watches, trinkets, etc.) should be turned into the office. Students and parents can check at the office to identify and claim lost items. Lost items will be displayed during parent teacher conferences and school performances, parents are encouraged to look through them to help identify and claim lost items. We encourage parents to label all coats, backpacks, lunch pails, and common items, like sports jerseys, and school sweatshirts with your child's name so they are not confused with other students. It is not the teacher or school's responsibility to keep track of all the items; it is up to the student, and parent to assist, searching the lost and found if students are unable to locate an item.

TREATS

Our wellness policy outlines and encourages parents and staff to think of healthy alternatives to celebrate rather than food, candy or sweets. Celebrations will be limited and kept simple so as to provide maximum learning time while at school. Please always check with and arrange for these occasions with the classroom teacher, as each teacher may have a specific day or time that classroom celebrations occur. Do not send balloons or large flower bouquets, as they will not be allowed on the bus. If parents are bringing a food item, all food must be store bought with the ingredients clearly listed. No home prepared food shall be served. Please, always check with classroom teachers to assist you in what would be appropriate celebratory items.

PHONE USE

The office phone is NOT to be used by students except for illness or emergency situations. Students will be allowed to use the phone in the classroom at the teacher's discretion. No phone calls will be made during class time. Social plans after school need to be made and arranged before coming to school. Our experience tells us parents do not enjoy calls at work regarding last minute social plans.

Cell Phone use for personal calls is discouraged. If you provide your child with a cell phone, make sure they are following the proper procedures. It needs to be checked in and kept at the office and turned off during school hours. If students abuse this privilege, the phone will be taken away and they will not be allowed to bring a cell phone back to school.

IF A CHANGE IN PLANS

Prior to your child arriving at school please make every effort to communicate clearly where they are to go after school, and how they are to get there. If a parent or guardian has a last minute emergency, or change of plans please contact the office as soon as possible. We will always do our best to help get the information to your child. However, please be aware, if you are calling late in the day, the information may not be shared in time. Make every effort to communicate in a timely manner with the office and the teacher directly by phone and email, whenever there is a change in your child's typical routine.

ATTENDANCE AND ABSENCES

Laws of the State of Idaho, and school district policy require all youth to attend school regularly. Parents are asked to call the office in the morning before 9:00am if their son/daughter will not be attending school that day. Parents or Guardians

will receive an automated call from our attendance system inquiring about the absence, if they forget to call and inform the school. If calls to the office come late, the automated system may still notify there is an absence, despite the office being informed. If student attendance becomes a problem, the student and parents are asked to develop a plan with the school to improve student attendance. If absences exceed State Law and district policy requirements, families will be subject to Attendance Court proceedings and required to follow all components of a plan determined by a Judge leading to compliance with State Law.

Early departures: If at all possible, visits to the dentist, doctor, orthodontist, etc. Should be scheduled outside of school day hours so as not to disrupt the classroom, and child's education. When appointments are scheduled ahead of time, please inform the classroom teacher and office as soon as possible. Whenever possible use holiday vacations, three day weekends, and summer to schedule all appointments.

If a parent finds it necessary to take a child from school during school hours, the PARENT must come to the office to sign the child out. If a student returns the same day, the PARENT must sign the child back in. It is also requested that the parent send a signed note informing the child's teacher of an early departure from school.

Please do not be offended if you are not recognized and are requested to identify yourself when asking to take a particular student. We are only demonstrating concern for your child's safety.

Extended Absences: As always we encourage families to plan vacations around the school calendar school vacation periods. We adamantly discourage long absences from school and access to learning. If your child will be missing school contact the teacher several days prior to the absences to receive school work. Note, however, that homework may not always be available. When skills are just being introduced it is not possible to provide homework on information the student has not yet learned. We always encourage all our students to read at least 20 minutes daily, and to keep a written journal if and when they are on an extended leave from school. All additional required missed assignments will be given upon returning from being absent.

Parents please keep in mind that extended absences interrupt the continuity of the child's learning and should be avoided whenever possible.

If your child misses more than 10 consecutive days of school, per Blaine County School District policy, they will be automatically unenrolled from Alturas Elementary School. This could result in students losing their placement in our Dual Immersion program, giving those students and families on our waiting list the option to move into their spot. You will need to re-enroll your child when/if you return, at that time it will be determined whether they remain at Alturas Elementary in the Dual Immersion program or if they will need to attend another exceptional school in the district.

Truancy: Students who are absent without the knowledge and consent of parents or the school will be classified as truant. This classification shall also apply to any student who fails to report to class within the school day or who leaves school without authorization from the school principal. Truancy will be dealt with in accordance with Blaine County School District policy.

STUDENT HEALTH

Emergency Care: School personnel will give emergency care to sick and injured children. If a child becomes ill or is injured during school hours the parents or guardian will be called to pick up the child. If a child sustains a SERIOUS injury during school hours, 911 will be called immediately as well as parents or guardian. If parents or guardians cannot be reached, the child will be transported to the nearest hospital emergency room. It is essential that emergency numbers be listed on the emergency in skyward, along with additional contacts and numbers and all information is kept current and updated as needed. It is the parent's responsibility to keep the school informed of any changes to contact information as they occur.

Please note, staff are not allowed by law to administer medications of any kind without proper authorization, this includes over the counter cold medicines, aspirin, Tylenol, cough drops etc. If a child has medications they are receiving due

to an illness or surgery, parents must fill out a Physician's Order and Non-Prescription Medications Given in School Form. This form must be signed by the prescribing physician prior to any medications being administered. Forms can be picked up at the office. NO MEDICATION OF ANY KIND WILL BE GIVEN TO A STUDENT WHEN IT IS IN AN ENVELOPE, BAGGIE, KLEENEX, TUPPERWARE, OR OTHER UNMARKED OR IMPROPERLY LABELED CONTAINER.

Parents/Guardians may come to school and administer medications to their child as needed.

Students with allergies, or asthma, requiring access to an epi-pen, insulin or who receive medications regularly for health reasons will have a health plan established by the school nurse. It is the parent's/guardian's responsibility to inform the school of any on-going health concerns which need special attention or medication. Please contact the school secretary directly. It is the desire of the school to work in cooperation with parents and guardians should the need arise for students to take medications at school. We encourage when at all possible medications be given at times other than at school. Safety for both students and school personnel is essential.

Illness: If a child is sick, please keep him/her home. While attendance is important, it is in the best interest of all concerned that other children not be exposed unnecessarily. When at school, a child is expected to participate in all activities, including recess. If a child must stay in for recess, a note must be sent from home, and the student will be sent to the office during the recess break. If a child is expected to stay in from recess longer than three days, a physician's excuse must be sent. Please inquire with the classroom teacher(s) about homework assignments. Homework may be sent home, if appropriate, when your child misses several days of school, so they do not fall too far behind.

ACADEMIC ACHIEVEMENT

Alturas Elementary School is a dual immersion magnet school. Students at Alturas Elementary School will receive half their academic instruction in English and half in Spanish. We do our best to balance classrooms between native Spanish and native English speakers providing an equal balance of language models in each classroom. Upon their completion of Kindergarten through 5th grade, the

expectation is for them to be proficient in reading, writing, speaking and listening in both languages. Students will be assessed on their language proficiency of both languages throughout their elementary career. Alturas Elementary has adopted a content through language allocation model. Where students will receive instruction in the academic core in one designated language for the entire year. Through this content through language allocation model students will not be able to simply wait to rely on their native language to receive the information a day or two later, resulting in a true immersion experience.

All classrooms will receive Language Arts instruction in both Spanish and English languages daily. For the integrated Core; Math, Science, Social Studies, and Health Alturas Elementary will follow the schedule below.

	ENGLISH	SPANISH
Kindergarten	S/SS/H	Math
1 st grade	Math	S/SS/H
2 nd grade	S/SS/H	Math
3 rd grade **	Math	S/SS/H
4 th grade *	S/SS/H	Math
5 th grade **	Math	S/SS/H

* State Assessment (ISAT 2.0) ** State Assessment (ISAT 2.0) & Spanish language proficiency assessment (AAPPL)

All Students in Kindergarten through 3rd grade are given the Idaho Reading Indicator twice annually.

All students are tested with the ISIP Assessment – Early Literacy (K-1), Language Arts (Spanish and English) and Math three times annually.

Report Card

Grading: The grading system at Alturas Elementary School is in accordance with the Blaine County School District policy.

Grading for Learning

- Term used to explain BCSD grading practices that are equitable in nature and based on actual academic achievement (not behavior, accountability or compliance)

Formative Assessments

- The goal of formative assessment is to *monitor student learning* so instructors can confirm whether students know, understand or can do a particular learning target
 - Information that comes from questioning and discussion with students, from their work (quizzes, assignments, homework), or from direct observation of students doing their work.
 - Are *low stakes assessments*, which means that they have low or no point value.
- Assessments FOR Learning
 - an integral part of effective teaching using a variety of methods to identify how students are doing *during* instruction (learning needs and problems) to inform instructional modifications that will lead students to mastery
 - help students develop a stronger understanding of their own academic strengths and weaknesses to be able to take greater responsibility over their own learning and academic progress
- Effective use of the formative assessment process requires:
 - Clarifying learning goals and success criteria
 - Eliciting and analyzing evidence of student thinking
 - Engaging in self-assessment and peer feedback
 - Providing actionable feedback
 - Using evidence and feedback to move learning forward

Summative Assessments

- The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
 - used to evaluate student learning progress and achievement at the conclusion of a specific instructional period—usually at the end of a project, unit, course, semester, program, or school year.
- Assessments OF Learning
- Summative assessments are often *high stakes*, which means that they have a high point value, such as: a midterm exam, a final project, a paper, a senior recital

Standard

- Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education (end of a course, grade level, or grade span)

Priority Standard

- a carefully selected subset of the total list of the grade/course specific standards that students must know, understand or be able to do by the end of each school year
- Most essential standards selected by teachers of the same course, agreed upon, taught measured and monitored

Learning Targets (SLOs - Student Learning Outcomes / I can statements)

- Prioritization of standards alone does not ensure clarity around what students are

expected to understand and do.

- Standards are broad, complex, and multi-faceted with both explicit and implicit meaning, therefore teachers need to unwrap or deconstruct standards into specific learning targets (aka SLOs - Student Learning Outcomes).
- The learning target can be made visible and accessible to students through the use of student-friendly language and by using the words “I can...” to begin each learning target statement.
 - Learning targets help to accurately teach, assess, and clearly communicate student progress relative to that standard.
 - Learning targets tell students what they will learn, how deeply they will learn it, and how they will demonstrate their learning.
 - Learning targets are shared by both the teacher and the student and guide the students' learning.
- Learning targets are framed as what the students will learn, not the activity in which they will engage.
 - Non-Example: I can work in a small group to read and discuss an article about Westward expansion.
 - Example: I can describe ways that human activities have altered places and regions.
- When well-crafted learning targets are used, they provide evidence of learning, and criteria for success.
 - Learning targets are not intended to be taught, checked off, and forgotten. Rather they are a way to make student learning clear, focused, and transferable.

**“Students who can
identify what they are
learning significantly
outscore those who
cannot.”**

– Robert Marzano

Parents may access their students' progress through Skyward and Milepost which is available at the district website. Please call the school secretary for your username and password or with any questions. Parents are encouraged to call a teacher if they feel a conference is needed.

BOOKS

Chromebooks/Textbooks: All Chromebooks, textbooks, are loaned to students free of charge. All students are issued their own chromebook and a charger enabling them to access the curriculum and content activities assigned by their teachers. It is expected all materials will be taken care of appropriately. Students and families are reminded they will pay for lost and damaged chromebooks, chargers, and textbooks that are damaged, lost, or not returned at the end of the school year.

Library Books: An outstanding library has been developed at Alturas Elementary School reflecting both English and Spanish literature collections. We keep our library filled with new books and continually add to our inventory. Students and parents are encouraged to make use of the facility and check out books to take home. Children should understand when they take a book they are responsible for its care and for returning it on time, so other students can also access and enjoy the book. Children who fail to return a book on the due date may not check out another until the first book has been returned. Books which are lost or damaged must be paid for by the student and/or the parent, before the end of the school year.

TRANSPORTATION

ONE PICK-UP AND ONE DROP-OFF LOCATION FOR EACH STUDENT

Parents: Recently we learned that some schools receive up to 50 requests a day for transportation changes and some receive 10-15 each day. Multiplied by eight schools, we estimate there are 100 requests each day for different drop-off locations. Due to safety concerns, Idaho statute, Board policy, financial resources and a shortage of bus drivers, we are not able to continue providing multiple drop-off locations on different days of the week for individual students. We are making every effort to communicate so that parents can make plans for their children after school.

Why?

- We are accountable for the safety of our students. Having fixed bus routes greatly improves our ability to ensure our students are accounted for and safely transported each day.
- We have to budget and plan our school routes at the beginning of each year. Multiple seats on different buses for individual students require additional buses and bus drivers.

New Bus Procedure: One Pick-Up and Drop-Off Location

Blaine County School District's responsibility to students is to transport students to and from home and school. We will provide one fixed pick-up location in the morning and one fixed drop-off location in the afternoon within the school's attendance zone. The morning location and the afternoon location may differ, but once they are determined they need to remain the same two locations throughout the school year.

If your child has two different homes within the same school attendance zone, please contact your school principal to make arrangements.
For questions call Transportation, 208-578-5420 or your school secretary.

YMCA and Community Campus -

Students can go to the YMCA or Community Campus for after school care as long as it is their one drop-off location after school throughout the year and within their school zone.

Mountain Rides

The Blaine County School District subsidizes student bus passes for Mountain Rides. With the subsidy from BCSD, The cost of a student bus pass for the year is \$50. Passes can be purchased from the school secretaries, the district office or www.mountainrides.org. See afternoon bus schedules below. For a detailed schedule showing all of the bus stops, please visit www.mountainrides.org or call Mountain Rides at 208-788-7433 for more information.

We appreciate parents that have daily student transportation and after school plans arranged prior to the start of school. If you must notify your student of a change, please call in the change by 1:45pm. Last minute changes are difficult for the school staff to handle for the following reasons:

1. We run the risk that the message to the student regarding a change of plans will not be delivered in a timely manner.
2. We cannot always verify the source of the message.
3. Students can become confused or upset, when receiving multiple contradicting messages, and not sure what to do.

If you have a last minute change, we will do all we can to accommodate you and your child.

Bus Service: School bus service is available to most students. The bus schedule will be published in the newspaper each fall prior to school starting. The bus schedule is also made available on the school district website. For information or

a change in your address you should call the transportation department at 578-5420. If your child misses the bus after school, he/she must report to the office to arrange for alternative transportation. If a student rode a bicycle or skateboard to school and opts to ride the bus home, neither will be allowed on the bus. Food, flowers, and balloons are not permitted on the bus. Families are allowed one pick up and one drop off location. These must be identified and recorded with the school office and transportation department. Students will not be allowed to access another bus route, unless it is a permanent change due to change in home address, or daycare provider.

Bus Discipline: It is important to remember riding the bus is a privilege, not a right, for students. Those privileges can be lost. In the interest of safety, certain standards of conduct by students must be followed and enforced. To minimize bus driver distractions, ensure student safety, and promote the school district's philosophy, the following rules will apply when a student is riding a bus to and from school or any activity.

Students must:

1. Be responsible for the safety of themselves and others.
2. Enter the bus quietly, take a seat and remain seated.
3. Keep all parts of your body inside the bus.
4. If it is necessary to cross the road, cross at least ten feet in front of the bus, wait on the side of the road in front of the bus until the driver signals you to proceed and cross traffic lanes.
5. Stay away from the bus except when loading or unloading.
6. Be on time for the bus.
7. Be careful walking to and from the bus stop.
8. Follow the driver's instructions promptly and respectfully.
9. Treat others and equipment with respect.

Should it be necessary for a bus driver to issue a warning to a student due to misbehavior on the bus, the bus driver will fill out a Disciplinary Action Report, which will be given to the student. Parents must sign and return the form to the bus driver. If the behavior persists, the student may be referred to the principal and/or their bus privileges may be suspended.

All buses are video monitored.

Bicycles: Bicycles are to be parked and locked in the bike rack located near the front of the school. They are to be walked off the school grounds in the afternoon. Please ensure your child wears a helmet when riding to school and follows safe riding procedures.

Parent Pick Up and Drop Off: We have a drop off/ pick up loop in the front of Alturas Elementary. It is located on the first driveway to the left as you enter the school grounds. The drop-off is one way. Stay to the right and please DRIVE SLOWLY as children can be unpredictable. Have your children prepared to immediately leave your vehicle, so that traffic can keep moving. At no time should you park in the drop off area, and leave your car. Allow for a constant flow of traffic. If you need to come into the school for any reason, please park in a designated parking place in either of the two lots.

Field Trips: At various times throughout the year, your child might participate in a field trip to enhance their educational experiences. Permission slips will be sent home for your approval for you to sign and return. We are always looking for volunteers to help chaperone. Please contact your child's teacher if you are interested or available.

Chaperone: Volunteers and chaperones serve as good role models to our students while providing them with support, care, and supervision.

Being a good role model includes valuing education, embracing diversity, and supporting a safe school community. Our first commitment is to the safety of our students. Volunteers and chaperones will be expected to undergo a background check including fingerprinting. (See below for details.)

Volunteers should:

- Check in and out at the school office/event site each time.
- Wear your District-issued volunteer identification badge at all times.
- Maintain confidentiality of students and their individual learning.
- Always set a good example for students to follow.

- Be positive and enthusiastic to add to the students' educational experience. Use words of encouragement (Growth Mindset).
- Always maintain a professional relationship with students at all times. Do not bring the student gifts without principal approval. Do not use your friendship with the student from school to invite the student to events outside of school.
- Follow the directions of the BCSD employee in charge of the classroom and/or activity.
- Stay focused on the students and the task at hand. Refrain from personal conversations or business while volunteering. Stay in an area where staff can see you if you are working with students.
- Ensure safety of students at all times.
- Turn matters of student discipline over to school staff.

Volunteers may be asked to:

- Read stories to students
- Assist in supervising the loading and unloading of buses
- Help in learning centers, computer labs, libraries, cafeterias, and offices
- Present on special topics within their area of expertise
- Help set up science experiments and other labs
- Act as a host for a school function
- Provide exhibits
- Assist with field trips
- Assist with playground supervision
- Tutor
- Mentor
- Organize special projects

GENERAL POLICIES AND EXPECTATIONS FOR ADULTS:

At no time can you dispense medication to a student. This includes non-prescription aspirin, allergy medicines and cough drops. If a student becomes sick, contact their teacher or the school and arrangements will be made for their parents to pick them up.

Injuries deemed severe must be dealt with immediately. All efforts should be made to contact the lead teacher or school to determine the best way to handle the situation. Any injury, no matter how minor it may seem, must be reported to the student's classroom teacher so they may follow up with the student's family. You will be provided a small medical kit with band-aids, antiseptic, etc. to use for minor scrapes and injuries.

Cell phones should only be used in case of an emergency. Teachers will provide the necessary numbers prior to departure. Private calls and texting are highly discouraged and should be kept to an absolute minimum. I-pods and other electronic devices distract from your supervisory expectations and therefore should not be used.

When disciplining students all efforts should be made to maintain the dignity of the child. Physical and demeaning verbal punishment is not allowed. If you experience difficulty managing the student's behavior, speak to their teacher for assistance. In cases of extreme misconduct such as fighting, disregard for the safety of themselves or others, or blatant disobedience, the classroom teacher or school should immediately be notified.

Smoking and Alcohol are not allowed. Leatherman, pocket knives, firearms, or weapons of any kind are strictly forbidden.

You are not allowed to transport any children other than your own. After the students have been returned to school, if appropriate your child(ren) will be released to you. All students are encouraged to stay in school for the duration of the school day.

As a chaperone, you represent the school and the Blaine County School District. It is likely during the events of the day you will interact with a variety of people and groups in the community. Our hope is to create new community partnerships, and potential new friendships through positive interactions. Please do your part to represent a model of respect to our greater community.

HIGHLY QUALIFIED STAFF

The staff at Alturas Elementary school is exceptional. Each teacher meets highly qualified status per State Department Criteria. We are all committed to providing the best educational experience possible for your children. We encourage open communication between families and school. We encourage our educational community to be involved in our students' educational experiences. We recognize that without your support we could not do our job to the best of our ability.

REQUESTING A TEACHER

Although we do our best to accommodate parents, our policy is, ***we do not guarantee parent teacher requests*** - We work very hard to balance classrooms that are language balanced, gender balanced, skill balanced, and relationship balanced. If and when parents request specific teachers it can result in our school magnet model being disrupted. We believe all our teachers are exceptional and will provide an outstanding learning experience for all our students.

OFFICE:

Principal

Brad Henson (aka Principal Brad)

bhenson@blaineschools.org

(208) 578-5091 ex 5091

Secretary

Melissa Sevin

Mservin@blaineschools.org

SP (208) 578-5090 ex 2901

Kitchen

Rojeanna Bohl

(208) 578-5090 ex 2921

TEACHERS

* SP indicates Spanish Speaking Staff and Classroom

Kindergarten

Lee Stoops D14 ex. 2910

lstoops@blaineschools.org

Casey Ellison D15 ex 2914

cellison@blaineschools.org

Edith Lopez A06 ex 2932 SP

elopez@blaineschools.org

TBD	A07	ex 2947	SP
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1st Grade

Kristin Cassalia	A05	ex 2942	kcassalia@blaineschools.org
Elaine Poklemba	A03	ex 2963	epoklemba@blaineschools.org
Gaby Ruiz-Meza	A04	ex 2938	SP nruizmeza@blaineschools.org
Deiysi Monjaras	A02	ex 2952	SP dmonjaras@blaineschools.org

2nd Grade

Shawn Fenwick	B05	ex 2954	Sfenwick@blaineschools.org
Brooke Carwithen	B03	ex 2911	bcarwithen@blaineschools.org
Rosa Quispe	B04	ex 2947	SP rquispe@blaineschools.org
Luis Monjaras	B06	ex 2934	SP lmonjaras@blaineschools.org

3rd Grade

Gabby Deidrick	B09	ex 2925	gdiedrick@blaineschools.org
Stephanie Snider	B07	ex 2927	ssnider@blaineschools.org
Lydia Flynn	B10	ex 2918	SP lflynn@blaineschools.org
Rosalyn Leon	B08	ex 2946	SP rleon@blaineshools.org

4th Grade

TBD	C02	ex 2940	
Amanda Silvas	C04	ex 2964	Asilvas@blaineschools.org
Dani Anguita	C01	ex 2945	SP Danguita@blaineschools.org
Elizabeth Ornelas	C03	ex 2933	SP eornelas@blaineschools.org

5th Grade

Kiley Hoefer	C06	ex 2930	khoefer@blaineschools.org
Melanie Blacker	C08	ex 2935	mblacker@blaineschools.org
Maria Pina	C05	ex 2941	SP mpina@blaineschools.org
Juan Salamanca	C07	ex 2961	SP jsalamanca@blaineschools.org

Specials

Layne Vanderbeek	Music	D21	ex 2923	Lvanderbeek@blaineschools.org
Karyn Slotten	PE	D22	ex 2937	kslotten@blaineschools.org
Kelly Michalec	Tech	D28	ex 2928	kmichalec@blaineschools.org
Tyler Sant	Art	D29	ex 2926	tsant@blaineschools.org
HelenJoyce Brown	IT	D27	ex 2916	HJBrown@blaineschools.org
Maggie Shaughnessy	Library	D26	ex 2919	Mshaughnessy@blaineschools.org

ESL (SP)

Matt Archibald	D33	ex 2915	SP	Mattarchibald@blaineschools.org
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Mendy Benson	C05	ex 2962	SP	mbenson@blaineschools.org
Gretchen Weber	Conf Rm #2	ex 2931		gweber@blaineschools.org

Reading

Clarie Dustin	A01	ex 2939		cdustin@blaineschools.org
Deborah VanLaw	B01	ex 2956		dvanlaw@blaineschools.org

Special Services

Debbie Cooper	D32	ex 2929		dcooper@blaineschools.org
Caitlin Head	SLP	ex 2747		chead@blaineschools.org
Lauren Thomas	Psych.	ex 5442		lthomas@blaineschools.org
Elizabeth Galpin	B01 G.A.T.E.	ex 2844		egalpin@blaineschools.org

Social Worker

Miguel Sanchez	ex 5092	SP		Msanchez@blaineschools.org
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Paraprofessionals

Crystal Peck
Ann Neary
Mariza Sanchez
Wendy Young
Rocio Paucar

To reach non-certified staff members please call the office and ask to leave a message for the person directly.

STAFF

Alturas Elementary School Partner Teacher Expectations

Ensuring Professional Accountability

The professional work day begins at 7:15. It ends at 3:15 on Mon, Tues, and Thursday, 3:45 on Wednesday, and 2:45 on Friday. Please, if for any reason you need to arrive late or leave early ***you must check in-when you arrive, or check out- before you leave*** with the principal, if he is not available then you must check out with the school secretary. Always communicate any changes to your schedule with your team.

Professional & Policy

You are required to be on duty at school NO LATER than thirty minutes prior to the opening of classes. Teachers are expected to be in their own classroom area from that time on, unless school business requires their presence elsewhere.

The first bell rings at 7:40. Students should be in the class, ready to start the day when the second bell rings at 7:45. Always encourage kids to be here on time. Students who are tardy will need to be admitted through the office. School is dismissed at 2:15.

Please remember that Prep time is still school time. If you need to leave the building during your prep time, please clear it with the principal first. Please remember to sign out in the office any time you leave the school during the day (other than scheduled field trips).

1. **Scheduling Team Meetings, with cooperating teacher(s) during common Prep.**

Establish days and time per school calendar and turn it into office.

- Your Team's grade level meetings can occur at the same time, or you can schedule them separately: one being a team meeting, and one meeting between you and your cooperating teacher(s) if needed.
- All agreed upon meetings must be attended

- All meetings must be recorded. Please provide a copy of the notes with the office per our Leadership team and school improvement plan.

2. Establish an agreed upon grading system.

- Spanish and English classroom grading systems should align.
- Content specific grading policies should align.
- Grades in determining language, math, social studies, etc should be congruent (i.e. if eight grades will be used to determine the language component of the English side of DI, then approximately 8 grades should also be used to determine the Spanish side of DI, as well as your grade level content partners).
- 4th and 5th grade teachers establish what % of the grade will be based on
 1. Daily work
 2. Participation
 3. Assessments
 4. Presentation
 5. Projects
 6. Homework, etc.
- K – 3rd grade teachers establish rubric scales indicating proficiency mastery to the standards.
- Establish an agreed upon homework policy. Homework should never be used as a punishment. It should be a reflective opportunity to reinforce skills students have learned. It should be used to inform the teacher in regard to student proficiency of taught skills. Homework should be designed to have students celebrate what they know through a few problems, or written paragraphs. It should not be endless worksheets of problems that have no meaningful impact on student learning. Homework should never make children dislike learning. If assigned, students should understand clearly the expectations of what is to be done and when it is to be completed. Special projects should have clear expectations aligned, parents need to be informed of timelines of what parts are due when. All projects should come with a statement of purpose; what is the educational significance of the project? If you assign homework the expectation is it will be graded and returned in a timely manner to value the time and effort the students put into completing the assignment. Remember when assigning

homework your students have already completed a 6.5 hour day, always be mindful of their time.

Teams should agree upon:

- ii. A reasonable amount of homework and how it will be graded
- iii. Late work acceptance policy
- iv. How homework will influence your teaching practice
- Determine a weekly/bi weekly calendar as to when all grades will be updated regularly into Skyward. Determine the agreed upon behavior grading system.
- Establish congruent AR goals
- Communicate all aspects with parents regularly.
 - v. Back to School Night
 - vi. Parent Teacher conferences
 - vii. Website
 - viii. When assigning a special project

3. Establish an agreed upon behavior expectation system between classrooms.

- Teams should determine acceptable parameters for classroom, playground, and general school environment.
- Students should understand expectations are consistent for all.
- Determine parents role in supporting your behavior system and how you will inform parents of the expectations you have of both the students, and parents in establishing a safe learning environment for all.
- Teachers can have some flexibility and autonomy in their classroom behavior systems but these should not contradict or sabotage the team behavior expectations, or the general rules of the school.
- Teams should determine an agreed upon positive behavior incentive system. Celebrations should happen, but should be limited to maximize learning. Teachers should never compromise core content learning opportunities for “free time” experiences.
 - i. Activities should be fun, but still be engaging in academic activities.
For example:
If they earn free time in math, allow them to play math games, or
if they earn free time in social studies, honor them with a game
from around the world with current event trivia.
 - ii. Should be no more than 30 minutes weekly.

- iii. Movies, individual computer games, or time on a screened device that does not have an academic component assigned should be limited and saved for rainy day recess activities solely.

4. Establish an agreed upon weekly School to Home communication system.

- Intent is to inform
 - i. Upcoming units of study
 - ii. Upcoming quizzes and assessments
 - iii. Assignments given, and when/if they will be due, graded and returned
 - iv. Parental expectation between home and classroom
 - v. Volunteer opportunities that week
 - vi. Grading policy (consistently reviewed)
 - vii. Field trips/special activities
 - 1. Fees
 - 2. Clothing/food requirements
 - 3. Complete Itinerary
 - a. Times
 - b. Destinations
 - 4. Purpose of the trip.
- Should always include contact information
 - viii. Email
 - ix. School phone and extension
 - x. Edline website
- Establish a weekly calendar and tool to celebrate with parents their children's achievements
 - xi. Academically
 - xii. Socially
 - xiii. Behaviorally

5. Use of Para-educators

- Para-educators are to serve and support the academic, social development and well-being of our students.
- Teachers **will not** ask a Para-educator to do their clerical needs; run copies and create student materials. These activities should be done during the teacher prep times provided per contract hours.

Contract Hours

Monday	7:15 - 3:15
Tuesday	7:15 - 3:15
Wednesday	7:15 - 3:45
Thursday	7:15 - 3:15
Friday	7:15 - 2:45

Adjustable to Demands of Assignment: Policy Number 407.1 In the teaching profession it is impractical to prescribe exactly the hours necessary to fulfill one's responsibilities. A good teacher will adjust his/her schedule to the demands of the assignment, providing sufficient time to accomplish desired objectives. The school day and the working year are defined as a minimum guide to be supplemented according to individual schedules and extra assignments.

Workday: Policy Number 407.2 All certified professional employees shall report no later than thirty (30) minutes prior to the beginning of the individual's instructional workday (includes prep periods) and thirty (30) minutes after the conclusion of the individual's instructional workday (includes prep periods). Certified professional employees are expected to be in their classroom areas at all times, except during lunch or as school business requires. Certified professional employees should be available for such conferences, meetings, individual student help, or other assignments as may be reasonably scheduled. Certified professional employees may be required to attend additional professional activities, which involve the entire building staff in excess of the regular instructional workday. The District will make every effort to keep these activities to a reasonable minimum. During the regular instructional workday, each certified professional employee will be guaranteed a thirty (30) consecutive minute duty free lunch period. In case of an emergency, principals or their designees may require the certified professional employee to interrupt his/her lunch period. Recognizing the value of planning time, the District will make every effort to schedule regular and adequate planning time for each certified professional employee.

Professional Peer Communication

Please communicate with your team regularly and often – All voices are equal. Everyone's input should be heard. All team members should agree. Whether individually you agree or not, the team will professionally honor the decisions of the majority. During the workday if you leave the building for any reason it is very important someone always knows where you are, and how to get a hold of you in case of an emergency. Keep each other informed!

1. Always, send a follow up email for reference/clarification after something between individuals or teams have been decided.
2. Establish a meeting protocol - rotate who takes lead (weekly, monthly, quarterly), which team member will take notes, how information will be shared, etc.
3. Communicate respectfully and in a professional manner, honoring your collective knowledge, always being open to others ideas and perspectives. Listen and provide input equally.
4. Comunícate de forma respetuosa y profesional, honrando tus conocimientos colectivos y estando siempre abierto a las ideas y perspectivas de los demás. Escuchar y hacer aportaciones por igual.
5. Remain positive and solution focused.

As professional educators, we need to be professional at all times and in all locations. Comments and conversations in the common areas (Hallways, Lobby, Staff Room, Work Room, Front Office) concerning students or other staff members can easily be overheard by parents, volunteers and students. Please keep in mind that the front office is a place of business. Visiting and personal conversations should be taken to another location.

Instructional Leadership

The Core of what we do. Helping students achieve their potential with a 21st century curriculum that demands they be higher order thinkers, problem solvers, and inquirers, requires instructional leadership. Instructional leadership is a key component of schools that are successful in achieving high level student outcomes. Instructional leadership is key to helping Alturas Elementary School develop and maintain a culture that ensures all students achieve at high levels.

Researchers have examined instructional leadership in a multitude of studies and circumstances. Characteristics of instructional leaders that cut across multiple studies include:

- Instructional leaders are driven by a deep commitment to the ideal and communicate the importance of perseverance and persistence. They are constantly pushing themselves and others forward by their words, behavior, and deeds (Sergiovanni, T.J., 1990).
- Instructional leaders clarify the central purpose of the entire organization against which all of the separate elements are gauged. Instructional leaders understand that the development of specific strategies and programs are the responsibility of the school and success will be measured by achieving the central purpose or corrective actions made in order to achieve this central purpose (Sergiovanni, T.J., 1990).
- Instructional leaders develop collegiality in their schools. Collegiality includes adults in schools talking about practices, observing each other engaged in teaching, working together on curriculum by planning and evaluating together, and teaching each other what they know about teaching and learning (Barth, R.S., 1990).
- Instructional leaders realize that the crucial role of the Principal is that of head learner (Barth, R.S., 1990).
- Instructional leaders develop a culture of learning. Learning for all: administrators, teachers, and students. They understand that there are two kinds of schools: learning-enriched schools and learning-impoverished schools. The learning curve of the students is off the chart upwards when the learning curve of the adults is also off the chart upward (Barth, R.S., 2001).
- Instructional leaders understand that a teacher's effectiveness and professional growth are directly linked to opportunities to develop basic competence, the availability of stimulus and challenge in teaching feedback about their performance, support for trying new things, and support for their growth (Sergiovanni, T.J., 1990).

- Instructional leaders place a priority on curriculum and instruction (Smith, W.F. and Andrews, R. L., 1989).
- Instructional leaders continually monitor student progress towards achievement benchmarks and teacher effectiveness in meeting those goals (Smith, W.F. and Andrews, R.L., 1989).
- Instructional leaders continually monitor student progress towards achievement benchmarks and teacher effectiveness in meeting those goals (Smith, W.F. and Andrews, R.L., 1989).
- Instructional leaders effectively secure and deploy resources (materials, time, and personnel) to meet academic goals (Smith, W.F. and Andrews, R. L., 1989).
- Instructional Leaders create order and discipline to minimize factors that may disrupt the learning process (Smith, W.F. and Andrews, R.L., 1989).
- Instructional leaders build a culture of excellence: building traditions, celebrations, and rituals that highlight the importance and significance of the shared values (Sergiovanni, T.J., 1990)
- Instructional leaders develop leadership capacity throughout the school through broad-based participation in the work of leadership, collaboration, use of inquiry to inform decision making, and establishing reflection on practice as the norm (Lambert, L., 1998)
- Instructional leaders distribute leadership through a tight instructional focus; establishing a normative environment for accountability; opening up practice to observation, analysis, and feedback; and exercising differential treatment based on performance (Elmore, R.F., 2004).

Making the most of your Planning Time

ALL teachers must bring their expertise and concentrate their efforts to provide all students equal access.

PLAN TO PLAN

Make a commitment to the collaborative process - the goal is not to be fast, the goal is to be effective and efficient.

Expectations that continue and often take collaborative planning time are items such as:

- Intervention (Milepost) plans
- School Improvement Plans (student data monitoring and planning for implementation)
- Student Data Reviews: STAR, IELA, IRI, ISAT, EOCs, other assessments, etc.
- Co-teaching planning and/or WIDA planning or IEP planning
- Unit/PBL planning
- Grade level/Department planning
- Individual planning and preparatory time

Each grade level/department team has flexibility in establishing their agendas. The building principal is responsible for ensuring accountability for work being done in a way that conveys professional trust.

Planning should be a collaborative process between various team members throughout the school, and district.

Know and articulate with your partners, the difference between planning and prepping.

PLANNING – knowing – reflecting-brainstorming-learning-applying Developing and organizing instructional activities... **THIS HAS TO BE DONE TOGETHER!**

PREPPING - making copies, gluing, slide presentations, holiday celebrations, etc... **YOU CAN DO THIS ALONE!**

Planning is a Continuously Reflective Process -

Consider...

What percent of time together is spent on;

1. Designing content instruction?
2. Delivery of instruction? (Bulk of time should be here!)
3. Discussing special needs, ELL, SpEd, outliers, behavior, etc... ? (Don't spend too much of your planning time focusing on one or two students)
4. Delineating roles and responsibilities. Ask each other before every planning session.....What do the students have to know by the end of this lesson?
5. Honest and open reflection regarding lessons taught, student outcomes/data, the good - the bad and how will this inform your instruction?

Equal ownership in all content using your grade level Standards as learning targets.

Decide...

1. When will you plan?
2. Where will you plan?
3. What do you each need to bring? (Since life happens, have your back up plan.... In the event that your planning day doesn't happen – when and how will you make it up?).
4. Develop a plan to plan.
 - a. What will Guide your thinking?
 - b. Where will you Record your planning?
 - c. How will it be Shared for accountability?
 - d. What will you use to document your co-planning?
 - e. How will it be shared between the co-teachers?

Staff's Children

We are a school. We are educators. We love and celebrate children. However, out of respect for your peers and the hard work we all do to better our practice, and to be prepared to educate our community please plan and arrange for childcare for your children during contracted work hours. If you have to worry about your children, you are unable to put 100% into your work. Staff should not share food provided for staff celebrations with their children.

We are accountable to one another.

It is our professional expectation to support each other; communicate effectively, and reflectively - always listening and remaining open to our collective expertise.

It is our professional expectation to do the work with professional excellence reflective of our partner teachers and educational community.

It is our professional expectation to inspire, engage, educate and empower every student.

It is our professional expectation to always do what is best for children.