

***Holz  
Elementary  
School  
Staff  
Handbook***

**1505 Hampton Road  
Charleston, WV 25314  
348-1906  
Fax 345-0387**

**A West Virginia Exemplary School and  
Blue Ribbon School**

# **HOLZ BELIEF STATEMENTS - VISION**

## **We believe:**

1. We must put children first.
2. The purpose of school is teaching and learning.
3. All students can learn when supported by the best teaching strategies with flexible learning time and frequent monitoring.
4. Strong leadership and quality teaching are essential.
5. All students must be held to high standards of achievement.
6. All students must demonstrate good citizenship and positive character traits.
7. Diversity must be welcomed, respected, and celebrated.
8. School personnel, families, and the community must be partners in the learning process.
9. Children must be healthy to benefit from education and children must be educated to be healthy.
10. Our school environment must be safe and caring.

## **MISSION**

By working together in a safe atmosphere of acceptance, we will provide a high quality education that develops lifelong learners who value themselves and others, contribute to their community, and succeed in a changing world.

## **MOTTO**

Holz Elementary School: High Expectations for Success

## **GOALS**

1. Holz Elementary School will improve student proficiency rates for essential reading/language arts content standards in grades three through five as measured by the WV General Summative Assessment.
2. Holz Elementary School will improve student proficiency rates for essential mathematics content standards in grades three through five as measured by the WV General Summative Assessment.
3. Holz Elementary School will improve student achievement and enhance teaching skills through the integration of twenty-first century learning skills and technology tools.
4. Holz Elementary School will become knowledgeable in the area of student trauma.

# HOLZ IMPROVEMENT PLAN OBJECTIVES

## ***GOAL 1 OBJECTIVES – Reading Language Arts***

1. The number of students scoring at or above mastery level in essential reading content standards will increase by 5% annually as measured by WV General Summative Assessment in grades 3-5 and decrease the number of students scoring in non-proficient ranges on formative assessments by 10% as measured by Dibels.

## ***GOAL 2 OBJECTIVES - Mathematics***

2. The number of students scoring at or above mastery level in essential mathematics content standards will increase by 5% annually as measured by WV General Summative Assessment in grades 3-5 and decrease the number of students scoring in non-proficient ranges on formative assessments by 10% as measured by MI and My Math in grades K-5.

## ***GOAL 3 OBJECTIVES – Technology Integration***

3. The school and district will provide technology hardware and software necessary for all teachers and students to develop twenty-first century skills as measured by the Digital Divide Survey.
4. The percentage of teachers who have received a minimum of 10 hours of professional development in the use and integration of twenty-first century tools and skills will increase by 10% each year as measured by the Digital Divide Survey.
5. Students will become technology literate as measured by Learn 20/20 products and presentations.
6. Preschool through fifth grade curriculum, instruction and assessment will reflect technology integration by student development of:
  - a) information and media literacy,
  - b) communication skills,
  - c) higher order thinking and reasoning,
  - d) personal and workplace productivity,
  - e) college and career readinessas measured by program usage reports, student products and presentations, observations, and lesson plans.

## ***GOAL 4 OBJECTIVES – Trauma Informed***

7. Holz will use PLCs to learn strategies to help students experiencing trauma.
8. The school will provide packets that contain support for specific trauma related to families of need in the community.

**Grading Terms/Midterm/Report Card/ Parent-Teacher Conference Dates**  
**2019-20**

<b><u>Term</u></b>	<b><u>Midterm</u></b>	<b><u>Report Cards</u></b>
1 <sup>st</sup> 9 weeks (44 days) August 12 -October21	September 13	October 21
2 <sup>nd</sup> 9 weeks (43 days) October 22-December 20	November 8	December 20
3 <sup>rd</sup> 9 weeks (44 days) December 23-March 22	February 7	March 17
4 <sup>th</sup> 9 weeks (42 days) March 18-May 26	April 24	May 26

**Parent/Teacher Conferences**

Elementary Schools—November 12 - Teachers work 12:00 - 8:00 p.m. Faculty Senate meeting

**Student-Led Conferences**

February 4, 6, 11

**Holz Monitoring Student Achievement Collaborative Meetings – Wednesdays, Room 110**

September 11, January 15<sup>th</sup> , March 18<sup>th</sup>

**SMI Testing Due Dates:**

Beginning of Year (BOY): Completed by September 6

Middle of Year (MOY): Completed by December 20

End of Year (EOY): Completed by May 15<sup>th</sup>

**Holz Daily Schedule**

6:55	Teachers' and Aides' Arrival (preparation or staff meetings)
7:00	Buses Arrive (students go to multi-purpose room)
7:20	Students dismiss to Classrooms
7:30	Tardy Bell (Instruction begins)
10:50 - 11:20	Preschool, Kindergarten, 1st and 2 <sup>nd</sup> Grade Lunch
11:30 - 12:00	3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> Grade Lunch
2:00	Student Dismissal: Buses, Third Base
2:00	Student Dismissal: Car pool, tutoring, and walkers
2:40	Dismissal for Teachers and Aides

## **Teacher Arrival**

*For student safety and teacher planning purposes, teachers must be in their classroom by 6:55 a.m. Please use this planning time wisely for planning alone or collaboratively with other teachers, or with students. State law provides for a workday of up to 8 hours. The Holz schedule reflects 7 hours 45 minutes to allow for necessary collaboration before and after students arrive and leave. If an emergency occurs, and staff arrival time is unavoidably late, teachers and aides may make up the time after school. Notify the principal as soon as possible.*

## **Student Arrival**

*Students enter the building no earlier than 7:00 a.m. They enter through the main doors of the building and go directly to the multi-purpose room. They will remain there until 7:20 a.m. and will be dismissed by grade level. One grade level reports to the tech lab each day for AR, MI, Smarty Ants etc.. and to alleviate overcrowding in the cafeteria. Students arriving late (7:30) must get a tardy slip from the office first and be escorted into the building by a parent, not dropped off in the parking lot.*

*Teachers are required to greet their students at the classroom door in the morning. This initial positive contact can make a substantial difference in the day's instructional and behavioral outcomes.*

## **Student Dismissal**

Teachers make certain all students have the opportunity to go to their lockers and have their homework materials and planners/Friday folders/parent communication. At 2:00 bus students will be dismissed through the front doors, then carpoolers. Carpoolers will sit quietly in the front hallway or wait outside on the sidewalk, depending on weather, to be called to their vehicle. Third Base will be dismissed with the first bus to report directly to the cafeteria for sign in. Non-classroom staff will be either outside calling carpool students when parents arrive or inside monitoring student behavior in the hall. Due to traffic congestion and safety issues, no students may run freely outside.

Classroom teachers will supervise students in their classrooms and listen for buses called to make certain students leave immediately so as not to miss buses. Students must listen quietly for bus calls. Students may not stop at lockers or other classrooms or at water fountains. Special education teachers, the librarian, or patrols will rotate watching for the buses. Kindergarten teachers will line their children up on the sidewalk outside the office to wait for their buses. Kindergarten boards buses first, then the upper grades. As the buses arrive, the teacher on duty outside will hold up the bus number sign at the office window and the patrol will call the bus number on the intercom. Students on that bus will walk quietly down the hall to the bus. Speech and special education, or itinerant art/music teachers will rotate monitoring the front hallways.

The librarian, physical education, or a classroom aide will be outside, by the buses, to make sure the students load the buses safely. All classroom teachers must be by their door listening for bus numbers and making sure all students are orderly in the classrooms. All teachers are responsible for all students' behavior in the halls. After the last bus line leaves, excuse carpoolers, then walkers and bikers when called to exit through the front doors. Third Base meets in the cafeteria. No

students may exit side doors.

In order to avoid delays and congestion in the hallways, parents entering the building to pick up children must sign in the office and wait there, not at the classrooms. Carpoolers whose parents do not arrive on time, students who miss their buses, or students who are returned by the bus driver become the responsibility of the homeroom teacher. Make every effort to contact parents. Office personnel will assist.

We must dismiss students quickly so they do not miss their buses and in order for the buses to stay on schedule. Teachers should make sure students are ready to leave on time and sitting quietly in their seats so they can hear the bus numbers called on the intercom. As one bus leaves, line up the next bus students. Explain to parents and other teachers that this is not the time to conference. Thank you for your cooperation in making this an effective procedure!

Bus duty personnel are responsible for these duties every day. If unable to perform these duties for any reason, it is their responsibility to ask someone else to cover. No students are to remain in the building or on the grounds without special written permission from their parent or guardian. Students submit notes to bus duty personnel.

**Usual order of bus departures:**

L Bus	Preschool	2:00
	YMCA, Fort Hill, Day Care Vans	2:00
	Third Base students report to cafeteria	2:00
1507	Louden Heights Rd., Bendview/Hampton & Stonehenge	2:05
1503	Bedford & Johnson Road, Connell/Mt. Vernon Road	2:05
1901	Cane Fork, Kan Forest/Loudendale	2:05
	Carpoolers	2:10
	Walkers	2:10



--	--	--	--	--	--	--	--



## **Early Dismissal of Students By Parents**

All students are required to report to the office for early dismissal from class. Any person picking a child up for early dismissal is **required** to report to the office in order to sign the child out and to receive permission for early dismissal. Persons not listed on the emergency card may not pick up students without written permission of the parent. Teachers must relay this message to the parent or visitor should they attempt to ignore school procedure. The secretary or principal will call the classroom on the school intercom/telephone when someone is here to pick up a child.

## **Absenteeism/Tardiness**

Please emphasize regular attendance and arriving on time to school as desirable habits. Students who are often late or absent miss out on instruction and social interaction, thereby delaying their progress or development of skills. When a child is absent, his/her parents should contact the office before 8:00 a.m. Otherwise, the office will attempt to call the home. These attempts or responses will be recorded on the back of the attendance card.

After 5 unexcused absences, a letter will be mailed home to the parents from the principal and social worker. After 10 unexcused absences, the social worker will visit the family to offer assistance or proceed with legal action. Teachers must notify the principal of excessive absences. Teachers phone parents after five tardy arrivals. After 7 tardy arrivals, administration mails a KCS form letter home. The administration may deny field trips to students who are chronically tardy. Every child that is late **must** come to the office before being admitted to class. This procedure should help to eliminate chronic tardiness.

Teachers record attendance each morning before 8:00 a.m. on Schoology. Substitute teachers will complete daily student attendance cards. When taking roll, indicate by circling in **red pencil** the day of absence on the card. Please mark the card indicating half-day absences by putting an "AM" or "PM" over the date of absence. If the child was tardy, put a "T" on that date. **Send cards of absent students to the office each morning.**

## **Change in Plans for Students**

Many times parents must call during the day to give children messages. In order to reduce classroom interruptions, all messages will be delivered to teacher mail boxes unless they are an emergency. This should eliminate classroom interruptions.

## **Permission to Ride the Bus**

All bus students must register with their bus drivers. Students are not permitted to use the buses for the purpose of transportation to visit friends. Due to over-crowded bus conditions and for safety reasons, permission to do so may not be granted. Any student ignoring the rule must be reported to the office and the parents contacted. Explain the necessity to abide by this policy when teaching the unit on bus safety.

## **Visitor Policy**

In compliance with Safe Schools Act regulations, **all** visitors must report to the office, get a visitor sticker, and sign in. Staff should look for a visitor sticker. If a visitor has no sticker, all staff

members have the responsibility to direct visitors back to the office. Visitors should never interrupt classroom instruction. To prevent disruptions to instruction and unsafe situations, discourage parents from randomly dropping in without an appointment and explain this policy during orientations.

## **Discipline**

Please go over the attached Discipline Code with your students and Bullying Policy. Sequential steps are to be used and documented in dealing with discipline as indicated in the "**Steps To Follow**" portion of the code. Please use your "Holz Safe School" notebook to file discipline slips for each child. This will facilitate recording what step a student is on in the disciplinary process and providing interventions for improvement. There is a parent/student signature form on p. 20 for verification that they have read our policies.

The verification form for the KCS Student Behavior Policy, Series J25 is on p. 18 to be signed by students after teachers read the weapons section to the class. Please review the new parts of this policy on sexting, social networking and cell phones. Return all signed forms to the office. We must have these in cases of suspension and/or expulsion.

Discipline forms are in the work room. Complete and give a copy to the principal to sign.

When discussing appropriate behavior with your students, please stress that this code is for everyone - not just particular students. **Be positive, fair, firm and consistent. CHILDREN NEED CONSISTENCY TO FEEL SAFE ENOUGH TO BEHAVE.** Even the most compliant students will test a teacher's authority just to determine where the boundaries are after a behavior slip has been sent home, if the situation is not improving, a teacher may decide to use the Kanawha County Discipline Report to notify parents and send it by U.S. mail requesting a signature and a conference. A meeting with the **Student Assistance Team** should be scheduled to develop other interventions involving all school staff to prevent further behavior deterioration.

**In an emergency when safety is an issue and you have exhausted all interventions, call the office or send a reliable child. The principal will come to the classroom and remove the offender. In this manner, instructional disruptions can be minimized, and you have not left your children unattended.**

When all classroom interventions have failed for disruptive or uncooperative behavior, a classroom exclusion may be implemented. Before sending a disruptive or uncooperative child to the principal's office for correction, the teacher must complete a Behavior Identification Form indicating the offense, the number of exclusions to date, and any corrective efforts that have been made. The student must bring enough work from class to be occupied for 30 minutes. The principal may keep the child out of class to discuss consequences and alternative behaviors, and then return the child to class with a signed copy of the discipline form for the teacher to keep in the child's classroom file. The principal will send a copy of the report to the parents.

After three Classroom Exclusions, state law requires a conference with the parents, teachers, and the student to collaboratively **develop a behavior plan**. An SAT meeting must also be scheduled with the **Student Assistance Team** to review and plan classroom interventions for positive behavior modifications and should include all professionals and aides who work with the child.

When the principal is out of the building, **teachers may not send students to the office**. The secretary must answer the phones, attend to her work, and receive visitors to the office, and is not able to watch misbehaving children. Another teacher or counselor may agree to take the disruptive child for a short period as a cooling off method.

All Stage two, three, and four violations must be recorded on WVEIS by the principal. A paper

file of all discipline forms and other behavior issues will also be kept in the principal's office. Make sure all children understand school-wide as well as classroom policies. School and playground rules are included in this handbook with a signature page. These rules should be sent home with students to parents for both parent's and children's signatures. School rules must be taught thoroughly the first two weeks of school.

### **Hall Bathroom Procedures**

One boy or one girl is permitted to leave the classroom at a time. To prevent vandalism, ask students to leave their pencils, crayons, pens, etc. in the classroom when going to the bathroom. Each classroom in the main building has two (2) bathroom passes (one boy and one girl). The teacher's name should be written on the back. When leaving the classroom, the child should take this tag with him/her when going to the restroom. The child is to hang the tag on a hook outside the restroom door. This indicates to any other student that he/she cannot enter until the previous child is out. **For safety reasons, only one student is allowed in the restroom at a time when teachers are not supervising the restrooms.** Students pick up their pass as they leave to return to class.

### **Hall Traffic**

Students will be moving between various classrooms for special programs, library, lunch, etc. at various times during the school day while other classes are in session. To minimize noise and classroom disruptions, proper hall conduct is expected at all times. Students are not to converse in the halls while school is in session. Horseplay will not be permitted at any time. It is every teacher and staff member's responsibility to remind students of proper conduct and to report inappropriate behavior to the proper teacher.

Safety requires that all students walk on the right side of the hall on the blue line. To prevent congestion and accidents, students must walk in a single file line at all times. Teachers should lead or follow their classroom line down the hall and place a responsible student at the other end of the line to help monitor.

## **Holz Elementary School Preventive Discipline Plan**

### **GENERAL SCHOOL RULES AND EXPECTATIONS**

1. **Walk** safely in a single file line on the blue on the right side of halls.
2. Respect the rights of other learners by talking and walking quietly.
3. Arrive at school on time (6:50 Breakfast, 7:20 Tardy) and go directly to the classrooms.
4. Come to class prepared with homework, books, and planner.
5. Listen carefully to directions.
6. Wait to be dismissed.
7. Take care of your school, supplies, equipment, and furniture.
8. Keep hands, feet, and belongings to yourself.
9. Always use kind words and voice.
10. Resolve conflicts peacefully. Treat others as you want to be treated.

## **CAFETERIA RULES AND EXPECTATIONS**

1. Walk into the lunchroom safely in a single file line. Cutting in line is not permitted.
2. Be seated at your class table after you have your milk, utensils, lunch, and salad bar.
3. Quiet conversation at the tables is permitted.
4. When dismissed, pick up trash and empty trays, and then return to your seats quietly.
5. Raise your hand for permission to get out of your seat for any reason.
6. Always use good table manners.
7. When a supervisor claps, stop talking, echo the clap, and listen to directions!
8. Eat everything you take from the salad bar.

## **GENERAL SAFE PLAY RULES AND EXPECTATIONS**

1. Keep hands and feet to yourself.
2. Leave rocks and debris on the ground. No throwing.
3. Stay clear of others when running. You may race, **not chase**. "Gang-running" tag and chasing to grab others are dangerous!
4. Follow directions and obey the playground supervisor.

## **DISCIPLINE**

1. Students who choose to play in a hazardous fashion (disobeying the playground guidelines) will be seated on the wall for the rest of the play period.
2. Students displaying aggressive or belligerent behaviors will be sent to the principal or to another teacher if the principal is not available.

## **PLAYGROUND EQUIPMENT RULES AND EXPECTATIONS**

1. **Be polite and considerate of others. Include everyone in your class in activities. Seek an adult to help resolve conflicts.**
2. **Only one student at a time is allowed on any equipment (rings, log roll, slides, ladders, swings, etc.). Stay alert and do not walk under the red rings. Do not touch hanging students.**
3. **Always walk in the mulch areas. Never run, chase, play tag or play ball around, under, or on the equipment.**
4. **Due to their size and strength limitations, students in grades K-2 are not permitted to play on the Red Spinning Wheels or the Log Roll on the blue roof playscape. Grade 5 is able to use spin wheels. Grade 4 is able to use log roll. Grade 3 can use log roll. Teachers **MUST BE PRESENT** to play on these areas.**
5. **Students in grades Pre-K through 1 are the only students permitted to play in the green roof playscape on the far right of the playground.**
6. **Never throw mulch rocks, sticks, etc.**

7. Keep hands and feet to yourself. Pushing, pulling, tackling, hitting, and tripping are unacceptable behaviors.
8. Students should never speak unkind words to one another.
9. Never leave the playground without adult permission.
10. Never climb on benches or hang on the fence.
11. Never dig in the ground or cause holes in the playground.
12. Balls or other playground equipment should not be thrown or kicked at buildings or on the sidewalk area. Always bring the balls inside when finished.
13. To avoid injury on the black top, use only soft "nerf" footballs, no hard leather ones.
14. Never play with or touch stray animals. If an animal comes onto the playground, tell an adult immediately.
15. Slide down the slides with feet forward, sitting down, one at a time. Never walk up or jump off the sides of a slide.
16. Be extra cautious around the swing areas. Do not stand, walk or run between swings or throw equipment or balls at or to students on the swings. Also students on the swings are not permitted to twist, spin, stand, hold hands or jump out of a swing. There is only one student in a swing at a time. Students should never climb on top of the swing set.
17. Apply the 2 hand touch rule when playing football or tag. (No tackling!) Grades 4-5 may play football and soccer together. Grades 2-3 may play football and soccer together. Grade 1 classrooms may play football and soccer together.
18. Share the blacktop area with all students for different activities. (Ex. Kick ball should be played on the front half of the blacktop. When students are playing kickball, basketball can be played on the back half of the blacktop. If students are playing a 4 Square game, they will have to share that area with the basketball players. Football must be played in the field or grass.
19. Kindergarten and computer lab concrete platforms, steps and the grass between them are "No Play Zones." Teachers may assign a few children to sit quietly on the platforms.

#### **CONSEQUENCES IF RULES ARE NOT FOLLOWED**

1. Students who choose to play in an unsafe manner (disobeying the playground guidelines) will walk the blacktop, sidewalk, or fence line for the rest of the play period and restate the playground rules to the supervising adult. They will not play with others.
2. Students displaying aggressive or belligerent behavior will receive a behavior form, consequences and parent notification.
3. Consequences may include the following:
  - a. Loss of play-with-others privilege for a period of time determined by the teacher and/or principal;

- b. **Alternate assignment;**
- c. **In-school or out-of-school suspension;**
- d. **Loss of other school privileges or special events;**
- e. **Restitution, apology.**

## **TRAFFIC PROCEDURES**

1. Students exit the building next to the teachers lounge during lunch free play period.
2. Lunch boxes are placed only on the wall next to the blacktop, **not in the hallway.**
3. Students will be dismissed by grade levels. Students in first through third grade will enter by the doors next to the teachers' lounge. Students in grades 4 and 5 will enter through the North end doors.
4. Homeroom teachers must pick up students promptly on the playground so supervisors may return to the lunchroom for the next shift.

## **SEXUAL HARASSMENT AND BULLYING**

Please become familiar with KCS Policies. Forms are provided for reporting all incidents. All complaints must be investigated and reported to the school principal or counselor and the Kanawha County Board of Education Title IX Office.

## **HOLZ BULLYING POLICY**

### **DEFINITION**

Bullying, harassment, and /or intimidation occurs whenever one or more persons use power to repeatedly and consistently inflict physical, verbal, or emotional abuse on one or more other persons.

For bullying to occur, there must be three aspects present:

- 1) Repeated and consistent negative actions against the person
- 2) Physical or psychological imbalance of power between the person who bullies and the target person, i.e. weak versus strong, shy versus aggressive;
- 3) Contrasting feelings between the person who bullies and the target person as a result of the bullying episode, i.e. powerful versus humiliated, triumphant versus defeated.

### **SCHOOL POSITION**

Holz Elementary School does not permit bullying behaviors. All school personnel intervene when bullying is observed or reported to them, and strictly enforce the school and county bullying policies.

Students will be taught to report bullying behavior and will treat one another with respect and demonstrate tolerance of differences.

### **DECLARATION OF THE RIGHTS OF INDIVIDUALS**

Students, staff, parents, community members, and guests have the right to a safe, bully-free environment. Teachers have the right to teach and students have the right to learn at our school.

## RESPONSIBILITIES OF PERSONS OBSERVING BULLYING BEHAVIORS

Persons observing bullying behaviors will tell the offender to stop, then report the behavior as soon as possible. Students will report bullying to adult staff members. Adults will intervene immediately with the inappropriate behavior, then report bullying behaviors to the principal or the counselor. Unsafe behaviors will be stopped by the nearest staff members immediately. All actions will be documented on the bullying incident form.

## SCHOOL RESPONSE TO INCIDENTS OF BULLYING

- 1) Report the incident to an adult and to the principal.
- 2) Respond immediately to safety issues.
- 3) Investigate.
- 4) Notify parents.
- 5) Document and maintain records in central location (office).
- 6) Take disciplinary or other actions as needed.
- 7) Maintain confidentiality.
- 8) Report to Kanawha County Schools Assistant Superintendent of Elementary Schools, law enforcement, social agencies, WV Education Information System, WV Department of Education, or others as required.

**HOLZ BULLYING INCIDENT REPORT**

Student \_\_\_\_\_ Date: \_\_\_\_\_

Grade \_\_\_\_\_

Staff Reporting \_\_\_\_\_

Location of Incident \_\_\_\_\_ Time \_\_\_\_\_

**Behavior Displayed (Please write the date beside each behavior noted)**

**Physical Bullying**

- \_\_\_\_\_ Pushing, shoving
- \_\_\_\_\_ Biting
- \_\_\_\_\_ Kicking
- \_\_\_\_\_ Scratching
- \_\_\_\_\_ Spitting
- \_\_\_\_\_ Intentional tripping
- \_\_\_\_\_ Causing to fall
- \_\_\_\_\_ Choking
- \_\_\_\_\_ Violent gesturing
- \_\_\_\_\_ Middle finger
- \_\_\_\_\_ Holding nose
- \_\_\_\_\_ Stealing
- \_\_\_\_\_ Throwing objects
- \_\_\_\_\_ Initiating a fight
- \_\_\_\_\_ Physical harm (Battery) (Automatic suspension)
- \_\_\_\_\_ Defacing property
- \_\_\_\_\_ Destroying property
- \_\_\_\_\_ Pulling on clothing to cause embarrassment (“shanking”)
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Verbal Bullying**

- \_\_\_\_\_ Taunting/teasing
- \_\_\_\_\_ Name-calling
- \_\_\_\_\_ Insulting or discriminating
- \_\_\_\_\_ Family Cleanliness
- \_\_\_\_\_ Home Race/Religion
- \_\_\_\_\_ Intelligence Athletic Ability
- \_\_\_\_\_ Threatening/Assault
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Emotional/Social**

- \_\_\_\_\_ Harm to a person’s sense of belonging
- \_\_\_\_\_ Leaving out
- \_\_\_\_\_ Ignoring
- \_\_\_\_\_ Attempting to stop others from being a friend
- \_\_\_\_\_ Ridicule/pressure to engage in negative behavior
- \_\_\_\_\_ Defacing schoolwork
- \_\_\_\_\_ Falsifying another’s schoolwork
- \_\_\_\_\_ Gossiping
- \_\_\_\_\_ Starting/spreading rumors
- \_\_\_\_\_ Drawing “bad” pictures
- \_\_\_\_\_ Playing mean tricks
- \_\_\_\_\_ Taking/hiding objects to cause worry
- \_\_\_\_\_ Cyber bullying, electronic
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**TEACHER SIGNATURE** \_\_\_\_\_

**PARENT SIGNATURE** \_\_\_\_\_

**STUDENT SIGNATURE** \_\_\_\_\_

**Attach a copy of written apology, if applicable, and any additional comments or**



**documentation for teacher records. Copy this report to parent, teacher, and principal.**

Bullying Report page 2 of 2

**1<sup>st</sup> Incident**

- ❖ Notify parent by telephone and copy of incident report.
- ❖ Conference with child, teacher, and /or principal. (When you did that, what did you want? How could you make a better choice? What would you do if you could replay this situation? In what ways could you be a better friend?, etc.)
- ❖ Student must apologize verbally to the offended/hurt person (K-2)
- ❖ Student must provide a written and verbal apology to the offended/hurt person (3-5)

**2<sup>nd</sup> Incident**

- ❖ Parent notification
- ❖ Conference with child, parent, teacher, and/or principal
- ❖ One week of quiet lunch
- ❖ Apology

**3<sup>rd</sup> Incident**

- ❖ Parent Notification
- ❖ Conference with child, parent, teacher, and principal
- ❖ One week of quiet lunch
- ❖ Apology
- ❖ In school suspension one full day
- ❖ Behavior Identification Form

Copies of this form are to be sent to parent, teacher, and principal.

## *My School Pledge*

**Today I pledge to do my best in  
reading, math, and all the rest.  
I will respect the rights of others and  
listen too.  
And I promise to follow all the rules.  
I can learn; and I'm here to learn all I  
can.  
What I do will make a positive  
difference at my school, Holz  
Elementary School!**

VERIFICATION - STUDENT AWARENESS KCS BEHAVIOR  
School Year \_\_\_\_\_

STUDENT BEHAVIOR, SERIES J25

KANAWHA COUNTY BOARD OF EDUCATION POLICY

I, \_\_\_\_\_,  
Print Student Name

# \_\_\_\_\_  
Print Student Number

have read, and/or have had read to me, Kanawha County Board of Education Policy Series J25, Student Behavior, including the sections dealing with weapons and sexual harassment. I understand the consequences of violating this policy.

# **HOLZ STUDENT CODE OF CONDUCT**

## **Students will:**

1. Help create an atmosphere free from bullying, intimidation and harassment.
2. Demonstrate honesty and trustworthiness by telling the truth and keeping promises.
3. Treat others with respect, deal peacefully with anger, use good manners, and consider the feelings of others.
4. Demonstrate responsibility by using self-control and being self-disciplined.
5. Demonstrate fairness, by playing by the rules and including others.
6. Demonstrate compassion and caring.
7. Demonstrate good citizenship by obeying laws and rules, respecting authority, and cooperating with others.

-----  
**Dear Parents,**

**Please sign and return this form to school by**

\_\_\_\_\_

**Teacher**\_\_\_\_\_

**I have read and discussed the Holz Elementary School Student Behavior Code with my child. We understand the importance and responsibility of following this code to ensure safety, responsibility, and respect.**

**Parent Signature**\_\_\_\_\_

**Student Signature**\_\_\_\_\_

## Accidents

**Report all accidents to the office.** An accident report is to be filed the same day of the accident by the supervising teacher and returned to the secretary. The proper forms are available in the workroom.

## Dress Code

Students are advised to wear comfortable clothing at all times, especially for physical education. Tennis shoes must be worn on physical education days. Exposure must be limited, therefore, no halter tops, hip huggers, belly tops, tube tops, shredded clothes, muscle shirts, or short-shorts (3 inch or less inseam) will be permitted. Skirt and short length must be no shorter on the thigh than the extended fingertips. Displays of obscenity, profanity, drugs, or alcohol on clothing will not be allowed. Boy's pants must cover their underwear. Rope will be provided if a belt is not worn and pants are sagging. Excessive jewelry and make up is not permitted when it disrupts the learning climate. Long wallet chains are a safety hazard and are not permitted.

Please stress to the children that gentlemen and ladies take their head coverings off when entering the building. Head coverings and sunglasses may not be worn inside the building unless medically necessary or for special events such as hat day. Thong sandals are unsafe for school. Children must be able to run on the playground and sit comfortably on the floor. Girls may need to wear shorts under dresses for some playground and classroom activities.

Staff members are expected to set a good example for students by dressing professionally and safely, taking into consideration the requirements of classroom/school activities.

## Supervision of Students

**School staff may not leave a parent or student in charge of a classroom at any time. Never leave your room unattended for any length of time!** If you must be out of your room for an emergency, contact the office for a temporary replacement. If office personnel are unavailable, contact a kindergarten or preschool aide. **Remember** - we **will** be held accountable for accidents under our watch and for time on task.

As a courtesy to our guests, teachers shall remain in the classroom when there is a guest speaker. Ultimately the classroom teacher is the person responsible for the supervision of children and is also liable for their welfare. Due to safety requirements and the unpredictability of student behavior, teachers are responsible for walking with and supervising their students to and from all activities, i.e. P.E., IMC, assemblies, lunch, etc.

## Attendance Cards

Attendance is maintained in the office on the computer. The secretary will collect student attendance information from Schoology daily by 8 a.m. Substitute teachers will complete the individual white student attendance cards daily. Early dismissals and late arrivals are recorded on parent signature forms in the office as students arrive or leave. Attendance records will be as accurate as teachers' reports. No student should enter the classroom tardy without a tardy slip. If they do, that means they did not check in the office and parents did not sign the late arrival log. Office computer records will show that child absent. The social worker uses these records to serve legal notice, so they must be accurate.

Early dismissals procedure is the same. Mark the white card, documenting the time of departure. Two hours late arrival or early dismissal is counted as half day absent. **During an evacuation or fire drill, always take your emergency notebook and class list to call roll to account for all students.**

## Emergency Cards

In emergency situations, it is imperative that we maintain accurate student addresses and phone numbers as they change. Teachers should make these changes as they become aware of them. Before submitting cards to the office, **number the cards in alphabetical order in the top right hand corner in permanent Sharpie marker for ease of location during an emergency.** If a new student arrives, use an A after the number to insert it in the proper order alphabetically, i.e. 2A. **Make certain the teacher's name is at the top of the card to prevent misfiling by class.**

## Lesson Plans

Teacher organization, planning, and use of the **WV Next Gen Common Core Standards** are reflected in daily lesson plans. Efficient advance planning is one of the most important keys to successful teaching. It allows for more effective instruction and for better control and discipline in the classroom. Planning backwards from desired completion dates is helpful.

Lesson planning should occur during planning periods, not during students' instructional periods. Daily lesson plans must be completed for 3 full days in advance. Please keep the plan book on the teacher's desk or in the top (center) drawer of the desk along with the grade book and substitute handbook. An effort has been made to provide coplanning time for teachers of the same grade level whenever possible. It is advantageous to plan with another teacher to make the best use of time and resources as well as to lighten the load. Two heads really are better than one!

**Teachers shall keep documentation of WV CC Standards taught.** You may devise your own checklists or use those provided at trainings to date and check off skills taught. **Submit a copy to the principal at the end of the year with grade books for the accreditation file.**

Guidelines from the KCS superintendent for lesson plan expectations are as follows:

Lesson plans are defined as daily action plans designed for the implementation and accomplishment of instructional goals and objectives. Plans also serve to ensure that instruction is consistent when a substitute teacher is needed. Since teachers' manuals include detailed instructional plans, writing detailed descriptions in the plan book may be unnecessary when the Teacher Edition page numbers are provided.

When auditing schools, the West Virginia Office of Educational Performance Audits (OEPA) looks for evidence of lesson planning that includes:

- Technology integration
- Multicultural awareness,
- Character education with emphasis on zero tolerance of harassment, and
- The use of performance data to identify and assist all students to achieve.

Kanawha County expects the use of the Curriculum and Assessment Frameworks and Pacing Guides. Teachers can select a format that is comfortable for them to show:

1. Addressing all WV Next Gen Common Core Standards, and
2. Following the district Curriculum and Assessment Frameworks and Pacing Guides.

Daily lesson plans for each subject taught should include references to:

- Objective/skill/I can... posted for student reference also
- Teacher and Student Edition, title and page numbers
- Materials and equipment, and locations for substitutes
- Activity learning strategies, e.g., cooperative groups/partners, graphic organizers, journals, writing process, brainstorming, proofreading, comprehension strategies, math games, etc.
- Monitoring student progress, e.g., data notebooks, self-checking, graphing progress, timed test, kid watching data, checking for understanding, thumbs up/down, quiz, formative and summative assessments, SMI, etc.
- Technology integration, e.g., equipment and process, document camera, ipad, Smartboard, online sites, Spelling City, etc.
- Learner responsibilities, e.g., checking work, distributing and collecting materials, cooperative group roles, homework collection and checking, line leader, etc.
- Intervention (Tier 2 and 3) groups, e.g., walk to, flexible cross grouping, centers, time, names
- Special class times, locations, names, e.g., resource, speech, gifted, reading, math, 504 plans, IEPs, etc.
- Behavior plans

A separate section of the lesson plan book or a substitute handbook is helpful and may contain:

- Location of Teacher manuals
- Administration of medication time, location, staff
- Fire drill procedure
- Shelter in Place procedure
- Attendance and lunch count procedures
- Discipline code, class/school rules, classroom procedures
- Daily schedule (Also post one outside classroom door)
- Seating chart
- Job assignment procedure
- Break and recess procedure
- Notes about student leaders and special needs
- School map
- Special health problems, allergies, etc.

If plan books are taken home at night and you are unable to return to school the following day, please make arrangements for your plan book to be in your classroom **no later than 7:00 a.m.**

To comply with state and county requirements, the principal must check and sign lesson plans regularly and at least once per grading period. At Holz all teachers submit lesson plans, or a copy, once monthly to the principal:

- K-2, speech, music, and library during the **first week** of each month
- Grades 3-5, resource, gifted, counselor, art and phys ed during the **third week** of each month



**Holz Elementary School**

**Movie Request Form**

This form is not necessary for short instructional videos used during instruction.

**Teacher** \_\_\_\_\_ **Grade** \_\_\_\_\_

**Date Submitted** \_\_\_\_\_ **Date of Showing** \_\_\_\_\_

**All movies shown to elementary aged students:**

**\*Only G/PG rated movies may be shown in the classroom.**

**\*Movies may not be used in the classroom unless tied to the curriculum CSOs.**

**Movie Title:** \_\_\_\_\_

**Rating:** \_\_\_\_\_

**Length:** \_\_\_\_\_

**Summary of content:** \_\_\_\_\_

---

---

---

**Reason for using this instead of some other instructional strategy:**

---

---

---

**Lesson Plan (including skill(s), materials, procedures and assessment):**

**Attached** \_\_\_\_\_

**Next GEN Standards for grade level you will cover:**

---

---

---

---

**Approved** \_\_\_\_\_ **Not Approved** \_\_\_\_\_  
**Principal Signature** \_\_\_\_\_

## **Permanent Record Cards**

Permanent record cards are no longer kept since all information is on WVEIS. Teachers will need to access student records on WVEIS for SAT and monitoring meetings. Jerry Legg in the KCS Information Systems Office can help with this access.

## **Special Education Records**

Files and records of Special Education students are available to the regular classroom teacher, the special education teachers, the principal, the nurse, the speech therapist, OES employees, and the referral agent. These persons **must** sign both logs on the top of the file cabinet in the locked closet and on the individual file log when viewing records. Classroom teachers should make sure they have a current copy of the IEP or 504 Plan for each student. The SRA can help access the IEP and the Counselor can help access the 504.

## **Substitute Notebook**

Please make sure your substitute teacher notebook is up to date at all times. Notebooks should be kept on the desk with the lesson plans or in the top (center) desk drawer. Complete substitute evaluation forms accurately and promptly. These forms help us to request competent substitutes in the event of absence. Evaluation forms are in the front of the sign-in notebook in the office.

## **Textbook Inventory**

Please use the teacher plan or grade book for recording textbook distribution. Child's name, textbook title and assigned number should be recorded. Each student is to have a set of textbooks with the same number.

Classroom teachers are responsible for the inventory of textbooks assigned to them. You should have at least one textbook for each student in your classroom. All textbooks are to be numbered consecutively in the front cover and on the spine. Paperback trade books must be stamped with Holz Elementary School.

Students' parents are responsible for the replacement of lost or destroyed textbooks, library books, and other school materials and equipment. Should this happen, please report it to the office immediately so that a bill may be sent to the child's parents. Check the KCS online textbook adoption order form for prices.

## **Mailbox and Email**

**PLEASE CHECK YOUR MAILBOX TWICE DAILY, ONCE IN THE MORNING AND AGAIN AT LUNCH TIME.** Student notices to go home for the day will be in the boxes at noon. The pony runs several days per week and every payday. Check the schedule posted above the pony bag on the office door. Holz is day C. Any mail to be routed to the central office or other schools may be sent via the pony. The secretary has a mailbox in the workroom, top row, and the principal's mailbox is on her office door. **CHECK EMAIL TWICE DAILY FOR VITAL COMMUNICATIONS.**

## Operation Requests/Work Orders

Please make a habit of surveying the classroom for defective toilets, water faucets, electrical outlets, lights, broken windows, broken floor tiles, etc., and report it on note paper. **Work orders are to be written and placed in the custodian's mailbox**

## Personal Leave/Sick Leave/Professional Leave Forms

Sick leave and personal leave forms are in the workroom cabinet. Beginning with 2012 forms are to be completed online for travel and substitute authorization codes for professional leave (Employee Intranet user name and password). **Professional leave must be completed and submitted to the principal electronically 30 days in advance.** These requests must go through the Department of Elementary Schools. It should be noted that after five (5) days of professional leave any additional days must be approved by the Board of Education.

**It is the staff member's responsibility to fill out and return the appropriate form to the secretary before payroll goes in bi-monthly.** Payroll will not release checks if forms are not included with the payroll form.

**Personal Leave must be received at least five (5) days in advance** of the day requested for approval. Personal Leave is limited to 10% of the building staff on any one day.

**Sick leave requires a physician's excuse to be "authorized."** Six unauthorized absences results in disciplinary action.

## Request for Substitutes/Absences

All KCS employees must **call their immediate supervisor and the automated substitute system** or online attendance system **as soon as they realize they will not be able to attend school.** The earlier the employee calls for a substitute, the better our chances of receiving one. Email or text Lynn Davis at 304-444-6042 any time, day or night. When it is necessary to be absent for a second day, call the school office before 1:00 p.m. if you will need a substitute for the following day. This helps us to retain the same substitute and gives the children some consistency in your absence.

**Payroll is maintained through the sub system. Each employee must report absences by calling the sub system (348-6568) for a job number, even if no substitute is needed. Failure to have a job number may result in withholding of checks. If you need assistance with the sub system, call Linda Edmonds at 348-7713 from 6:00 a.m. to 12:00 p.m.**

Professional personnel may request a particular substitute and enter that person on the system as the assigned substitute when they agree to take the job. Service personnel may not. The sub system must call out all service jobs in order of seniority, unless no one has picked up the job the evening before the job starts. Only then may service positions be assigned by the principal.

## Field Trips

Schedule all field trips well in advance. A Request for Field Trip form must be filled out and given to the principal for approval and for making arrangements. Buses must be requested at least ten (10) school days in advance. All trips should be an outgrowth of the core curriculum. Please record this information on the form and include a lesson plan describing the pre-trip preparation

lesson(s) and the follow-up lessons. Teachers are encouraged to schedule learning activities outside of the classroom that have a direct bearing on the curriculum. planned.

## **Fire Drill Procedures**

At least ten (10) fire drills per school year are required, and two (2) drills are to be held during the first two weeks of school. Staff members will be notified when possible. Begin explaining exit procedures the first day. **All teachers are required to have a walk-through drill during the first day of school.** Teachers remember to take your attendance cards with you. This is the only accurate way of accounting for all of your students.

At times we will block one exit, making it necessary for students to use an alternate exit. Explain to your students which exit they should use in case their exit is blocked. One window in each classroom in the north wing (intermediate) is to be labeled as an **EMERGENCY EXIT** window. Please place a laminated sign on the designated window and never put any materials on the window ledge blocking the exit.

Remember to adhere to all fire codes. No extension cords are to be used, there should be no papers hung on the doors, and leave three (3) foot open walkways to all exits.

## **Shelter In Place**

The purpose of this drill is to prepare the staff and students in case of a chemical disaster contaminating the outside air. The following procedures will be followed by **ALL PERSONS** in the building at the time of the drill:

1. Notification of Shelter-In-Place by long ring of bell and announcement over intercom.
2. Teachers take emergency notebooks, student attendance cards, a flashlight, and a cell phone if available. Students take books or paper work.
3. All staff close all windows and doors and turn off air conditioners and heaters.
4. Teachers take roll before leaving classrooms and move students to the cafeteria.
5. The class in the portable building moves to the cafeteria.
6. Students remain seated silently in rows on the cafeteria floor.
7. The librarian will take a battery-operated radio to the cafeteria.
8. The custodian will lock the front door and put the "Shelter in Place: No Entry" sign on the door and seal it with duct tape.
9. The custodian will turn off the main ventilator in the boiler room, then seal the hallway double doors after students have left the wing.
10. The following staff members will seal the three remaining outside doors and put up "Shelter in Place: No Entry" signs in door windows: Gifted teacher – doors by room 111. Physical education or Music teacher – doors by staff lounge to playground. Art teacher or counselor or K Aide – doors to playground near computer lab.
11. The secretary and speech teacher will seal the two outside doors in the cafeteria. The cooks will seal the kitchen outside door. The principal will seal the cafeteria doors to the hallway once everyone is inside the cafeteria. The nurse will seal the clinic door.
12. All personnel will remain in cafeteria quietly until an "all clear" notice is received over the radio, telephone, or pager and announced by the principal or designee.
13. Exiting and entering the building must not be permitted.
14. A first aid kit is in the Phys. Ed. teacher's office. Extra water, blankets, supplies, and buckets are stored on the wooden shelves.

15. A designated medication administrator or school nurse will bring student medications to the cafeteria.

### **Workroom/Staff Lounge**

The workroom and staff lounge should be kept neat at all times. It is not the custodian's job to clean up after staff members' meals. All dirty trays, etc. should be returned to the kitchen. Please wash all coffee cups, silverware, and glasses and return them to cabinet. The microwave and the table need to be wiped after each lunch period. Please be considerate of the next lunch shift.

All papers and materials used in the workroom should be cleared away before leaving the area. Report problems promptly to the secretary so a repair order can be called in and repairs made as soon as possible. Please clean white out marks off the glass. They make black marks on copies. There is glass cleaner in the custodian's room.

### **Grades**

All teachers are required to keep an adequate number of grades for each subject. Teachers of first grade and kindergarten should keep checklists of skills and folders with work reflecting the skills on the checklists. Second through fifth grades are to use the Schoology online management program.

A variety of evaluation techniques, both formal and informal, formative and summative, shall be employed, i.e., teacher-made tests, criterion reference tests, performance checklists, projects and reports, oral responses, written responses, observations, etc. Music and art grades must reflect both participation and mastery skills taught. Music and art specialists are responsible for giving grades during their instructional period.

In language arts, grades should reflect skills in isolation as well as holistic utilization of skills in reading, writing, spelling, and English. These skills are of little use if they cannot be implemented properly on a daily basis. In math, students should be able to show mastery of concepts through rote skills (basic facts), word problem solving, estimation, mental math, and implementation/applications.

Extra credit grades should not be averaged in with the overall grades for any given subject. The extra credit is to be used to determine borderline grades only (i.e. a student has a 93 average in social studies and has completed a project for extra credit). That particular child could be given the grade "A" for their extra effort.

The original computer copy of student grades in each subject area must be given to the principal every nine week period at least three days before reports go home. The principal will review, edit, and sign the report cards, then return them to the teacher for corrections and to send home in Friday Folders. Teachers shall provide a final copy of all report cards to the principal for school files.

Midterm grades are to be sent out at the four and one half week period for all students. A complete record of points and grades will be sent home to the parents of students experiencing academic difficulty in the subject area. Teachers give a copy to the principal before midterms go home.

### **Weekly Take Home (Friday) Folders**

All papers recorded in the grade book should be marked "**recorded**" and sent home on Fridays in the students "**take home folder**," except for skill tests, section tests, placement tests, chapter tests,

and end of the book tests. These are kept in student files because they are often needed as documentation at the end of the year, if retention is indicated or grades are challenged. A form (available in this handbook, p. 31) needs to be stapled to the left side of the folder. On this form, a place is indicated for the date, number of papers included, and parent's signature. Teachers send these folders home on Fridays and parents and students return them on Mondays. Parents are to take the papers out of the folder, sign it, and return the folder.



## **Student Permanent Folders, Move Up**

Place a cover sheet with the sending teacher's name and date in each student's folder. This folder should contain all major test results, a sample of the student's handwriting and creative writing, as well as any important documentation the teacher deems necessary, such as attendance, health, or behavior issues.

## **Physical Education**

Please refer to your Physical Education schedule. Physical Education is a part of the core curriculum. Teachers must follow the Program of Studies. Physical Education is not a free-play period. Skills must be taught during the sessions. It is the classroom teacher's and Physical education teacher's responsibility to plan appropriate activities which review and reinforce the P.E. skills program. Beginning in 2006-7, three physical education classes are required per week per class. Since Holz is assigned a Physical Education Teacher for two classes per week, **the classroom teachers will teach their third 40-minute class per week.**

It is necessary for all students to wear appropriate attire during P.E. activities. Safe shoes include tennis shoes. No hard-soled shoes, flip flops, or socks will be permitted in physical activities. Girls should wear slacks or shorts under their skirts. If a student needs financial assistance in purchasing a pair of tennis shoes, place a note in the social worker's box.

A written excuse from a parent/guardian will suffice for missing ONE day of physical education, however an **excuse from a doctor** is necessary before a student can be excused from gym class for two or more days. Please make this clear to students and parents.

**For safety reasons, students are not permitted to get the physical education equipment.**

Just as with any other lesson or subject, materials should be secured by the teacher prior to the lesson.

Only designated "recess" equipment is to be taken outside during recess. Much equipment has been lost or destroyed due to leaving items outside during this time. Teachers should carry the equipment outside and inside or assign a student to this task to prevent improper use by students and disputes over equipment use among students. To avoid fighting over equipment, students may not bring balls into the lunch room during their lunch periods.

## **Student Assistance Team**

Within a few weeks of the beginning of school, teachers will be able to identify students with specific needs. Students with an academic, behavior, or socialization/emotional problems should be brought to the attention of the team early in the year. In addition, chronic cases of absenteeism and tardiness as well as possibility of retention are to be presented to the SAT for review. **This process ensures that we have the necessary documentation to secure and provide additional services and classroom support that students may require.**

SAT referral forms (now online), which are available from the coordinator (Stephanie Clarke), should be turned in three (3) days prior to the meeting.

SAT team members will include: the screening referral agent, principal, resource teacher, the referring teacher or teachers, the school nurse, and the speech teacher as needed. This team will meet on a weekly basis as needed. These meetings are usually scheduled as needed after 7:00 a.m. in Mrs. Clarke's room.



**At the first SAT meeting, previous year's SAT meeting files for that student should be brought to the attention of the committee.** When meeting with the team, teachers bring sample work, grades, pertinent information such as attendance records, student profile sheets, testing information, and the emergency card to the meeting. Check WVEIS for cumulative records.

### **Retention/Promotion**

Possibility of Retention cases must be presented at SAT meetings prior to the end of the third nine weeks and the multi-copy form signed by teacher, principal, and parent. A team review checklist (KCS Considerations for Retention/Promotion) must be completed at an SAT meeting. A parent meeting must be scheduled and documented once a retention is determined to be the best intervention for student success. Both forms are in the Possibility of Retention drawer in the work room.

### **Monitoring Student Achievement Collaborative Meetings**

Teachers and support staff (counselor, interventionist, speech, resource, nurse, SAT coordinator) will meet once each nine week period to review student progress for target students and recommend interventions. A Target List will be maintained by each homeroom teacher (p. 33). A Holz Monitoring Plan for At Risk Student Form will be completed by the homeroom teacher for each target student (p. 42). Homeroom teachers will bring all necessary documentation to the meetings. Services will be recommended to parents as part of the Student Assistance Team process.



--	--	--	--	--	--	--

**HOLZ MONITORING AND INTERVENTION PLAN FOR TARGET STUDENTS**

Dates \_\_\_\_\_

Student \_\_\_\_\_ Teacher \_\_\_\_\_  
 Grade \_\_\_\_\_ Age/DOB \_\_\_\_\_ Ethnicity \_\_\_\_\_ Gender \_\_\_\_\_ Retained \_\_\_\_\_ grade  
 LSES \_\_\_\_\_ Special Education \_\_\_\_\_ Tested Did Not Qualify \_\_\_\_\_ 504 Plan \_\_\_\_\_

**Specific Academic Area(s) of Weakness**

Reading \_\_\_\_\_ Mathematics \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Other Areas of Weakness:**

Attendance \_\_\_\_\_ Organization \_\_\_\_\_ Emotional \_\_\_\_\_ Family Assist \_\_\_\_\_  
 Grades \_\_\_\_\_ Test Anxiety \_\_\_\_\_ Behavioral \_\_\_\_\_ Speech \_\_\_\_\_  
 Health \_\_\_\_\_ Homework \_\_\_\_\_ Motor Skills \_\_\_\_\_ Other \_\_\_\_\_

**Description** \_\_\_\_\_

**Interventions IMPLEMENTED: Check all that apply.**

**Date IN PLACE**

Peer Tutoring	_____	_____
Volunteer Tutoring	_____	_____
Before or After School Tutoring (circle one)	_____	_____
Modified/Prescriptive Assignments	_____	_____
Reteach During Centers Rotation	_____	_____
Homework Assistance	_____	_____
Preferential Seating	_____	_____
Accelerate During Centers	_____	_____
Computer Assisted Learning	_____	_____
Tier 2/3 Interventions Reading	_____	_____
Tier 2/3 Interventions Math	_____	_____
Student Study Buddy	_____	_____
Monitor Assignment Book	_____	_____
Monitor Attendance/Tardy	_____	_____
Design Behavior Plan	_____	_____
Conference With Parents/Guardian	_____	_____
Refer to Reading Intervention	_____	_____
Refer to Math Intervention	_____	_____
Refer to Counselor	_____	_____
Agency Support/Refer to Social Worker	_____	_____

Refer to SAT	_____	_____
Refer for Testing	_____	_____
Refer to Nurse/Speech Therapist	_____	_____
Other	_____	

# HOLZ STUDENT ACHIEVEMENT MONITORING SCHEDULE OF COLLABORATIVE MEETINGS (2019-2020)

**(SAMPLE) Subject to Change**

**Dates:** (W) September 11, January 15, March 18

**Location:** Room 110

**Participants:** Classroom teachers, counselor, speech teacher, resource teacher, gifted teacher, nurse, principal, social worker, and other service providers

**Materials:** Classroom teachers must bring the following:

- Holz Monitoring Plans for Target Students (K-5 teachers)
- Summary of WVGA scores and Skills Analysis (3-5th),
- Scholastic Math Inventory Growth and Intervention Grouping Reports (2-5)
- My Math Assessment/benchmark data (K-1),
- Interim Assessments (WVDE) (3-5)
- Benchmarks and Progress Monitoring (K-3 Dibels, Quick Phonics Screener)
- WVEIS Permanent Record Sheets (Counselor),
- SAT interventions (K-5 teachers and SAT Coordinator),
- Grades - Report Cards or Midterm Reports (K -5)

Time	Grade/Room	Teachers	Substitutes
7:35-8:15	K	Fisher & Lewis	
8:15-8:55	3rd	Mullins & Sable	
8:55-9:35	2 <sup>nd</sup>	Hovis & Wriston	
9:35-10:05	3rd	Mullins	
10:05-10:40	4th	Sable, Weaver	
10:50-11:20		Lunch Periods	
11:30-12:00		Lunch Periods	
12:15-12:55	5th	Klingshirn & Walter	
12:55-2:00		Make-ups	

**PLEASE POST IN TEACHER'S PLAN BOOK**

## **School Menu/Calendar/Classroom Bulletins/Holz Home-School Connection**

Weekly school menus and calendars, *The Holz Connection*, will be copied in the office and sent home in the Friday Folders. Persons wishing to add notices should give them to the secretary by Wednesday morning each week. In addition, the office will send home the *Reading Connection and Firm Fair and Consistent* newsletters for parents.

Teachers should send their own bulletins to parents weekly describing their curriculum goals. The purpose of a bulletin is to share information on topics of study (CSOs), explain instructional strategies and new concepts, behavior expectations, and inform parents of upcoming activities in your classrooms.

**In order to keep everyone current, all school events must be recorded on the principal's calendar. Clear dates of all events with the principal in writing before scheduling them. The office must have copies of all event information for public inquiries.**

### **Student-Parent-Teacher Compact**

Please sign the **Holz Student-Parent-Teacher Compact** (p. 73) and give it to the secretary for copying before school starts. Students must read and sign it in your classroom, then take it home to parents to sign and return to school. Submit signed Compacts to the office.

### **Homeroom Parents**

The Homeroom Parents will sponsor a Halloween/Fall Festival and a Valentine's Day Party. Any special projects for an individual class should be cleared with the principal. Homeroom parents will assist with nutritional snacks for testing week and many other classroom activities such as Read Aloud, science and math activities, writing and art projects, etc. Please call them to help out as needed. They want to be needed and included and they have much to offer! Remember to supervise their work with children at all times.

### **Religious and Multicultural Customs and Activities**

Holz has a diverse population. It is important that we recognize and respect the customs of our student population. Please plan speakers or programs to share this diversity with your class. Parents are an excellent resource for these activities. The school will do a Secret Santa program for needy children at Christmas. If classroom teachers would like to celebrate the holiday in their classrooms, it must be discussed in a faculty meeting so we can plan equitably throughout the school.

Appropriate student-made "gifts" for parents (Valentine's Day, Mother's Day, Father's Day, etc.) include creative writing by students, student silhouettes, and small craft projects which allow for student individuality and creativity.

### **Bulletin Boards**

Bulletin boards can be wonderful tools for student-public relations. They can be valuable instructional aids and can help to create a positive environment.

Uses of bulletin boards:

- As a means of exhibiting student's work
- As a means of reviewing a unit of work
- As an incentive to improve one's own record
- As a means of rewarding pupil achievement
- As an introduction to a unit of work
- As an opportunity for creativity and expression
- As a station to enrich skills being taught

Guidelines for Bulletin Boards:

- Bulletin boards should be changed at least once a month
- Every student's work should be displayed somewhere in the room at some time
- Exhibit work from all areas of the curriculum
- No grades should be on the work posted
- Positive, encouraging comments should be on the work

Please avoid using handwriting papers and instead use creative writing, artwork, reports, etc. that demonstrate good handwriting. Change the papers often and before interest lags.

## **Housekeeping**

Just as we encourage our students to accept the responsibility of their academic work, we must also encourage them to accept the responsibility of maintaining cleanliness and orderliness in the classroom. **One of the best lessons is by example.**

Listed below are some guidelines for directing students in their daily housekeeping:

- No chewing gum is permitted in the building or on the school buses
- Students are to clean desks and tabletops on a regular basis (weekly). No stickers or marking on furniture or lockers will be tolerated
- Bookshelves and counter spaces should be straightened daily
- Please report spills to the custodian immediately, and they will be cleaned
- Please do not use scotch tape or EZ ups for student displays (use EZ ups on permanent displays. Masking tape will work as well, and it is much easier to remove.)
- The classroom floors should be cleared of books, pencils, and debris at the end of **each day. Custodians cannot clean the floor otherwise.**
- Students with muddy shoes, should change into their gym shoes when entering the building

## **Birthday Luncheons**

The Birthday Luncheons are scheduled in the yearly calendar, on the web site, and on the weekly *Holz Connection*, usually the last Friday of each month.. The librarian will provide birthday stickers and the secretary will give them to the classroom teachers the morning of the luncheon. Students shall wear their stickers that day to facilitate distribution of cupcakes.

## **Lunchroom/Breakfast Procedures**

The Board of Education bills parents for breakfast, lunch, and milk monthly. Each student will have an Identification Number on a scan card created from the Life Touch school picture files. At lunch, teachers will give the cards belonging to students who are eating hot lunch that day to the individuals to carry and send a zip lock bag with the teacher's name with a reliable student to the adult recording lunch numbers on the computer in the cafeteria. Students must carry their own cards to the cafeteria. The cooks will return the cards to the teachers' mailboxes in the baggie. As students pass through the lunch line, they will give their ID cards to the person recording the lunch numbers. Please remind students often to **never put the cards in their mouths or bend them!**

**Often we have two lunch meal choices. To prevent running out of one meal choice, students should line up by choice #1 or choice #2.** Students may not change their choice after it has been submitted. Remind students that they may not change places in line or let others in front of them in line.

New students will need a card with their WVEIS ID# until they get a bar code card from Life Touch. The responsibility of the classroom teacher is to take a lunch count in the morning by a show of hands (choice #1 or #2) or by moving a marker posted in the classroom. This count card must be sent to the cafeteria along with the attendance card to the office as soon as possible so the cooks may begin lunch preparations.

## **KCS ISF/IEF Accounts**

Each classroom teacher is allocated funds per student for instructional supplies based on the previous year's second month enrollment. All consumable supplies are subtracted from this Kanawha County Instructional Supply Fund allocation. Special Education programs, IMC supplies, office supplies, and P.E. supplies have been budgeted separately. Laminating film, copy toner, risograph masters and ink, bulletin board paper, and supplies for itinerant or office personnel are purchased from a pooled account. School wide and classroom equipment needs fall into this budget as well.

An accounting system must be maintained by the secretary for each teacher's ISF funds. ISF account forms are available to help keep track of your account. It is the teacher's responsibility to spend his/her money wisely and not overdraw the account. ISF funds are designated for consumable materials. Most materials are available in the Kanawha County Supply Book. Teachers should fill out an order and **total it**, then place it in the secretary's basket. When the order comes in, it will be sent to the classroom with a yellow sheet attached. It is important to check each item off the yellow sheet, sign the sheet, and return it to the office. Thank you for your cooperation in keeping track of your account!

## **KCS Accounting Procedures For Faculty Senate and General Fund Accounts**

### **APPROVED VENDORS**

The Manual of Financial Records for the Kanawha County Schools – Seventh Edition states, "The school is permitted to make purchases only from outside vendors that have been approved by the Purchasing Department, and are included on the WVEIS vendor list." Leave a note for the school secretary so she can look up your vendor **BEFORE** making any purchases for which you wish to use school funds or need to be reimbursed. If you do not use an approved vendor,



the school cannot reimburse your expenses.

### **Textbook Orders**

Textbook replacement orders must be submitted to the principal on an order form by individual teachers as needed. Textbook price lists are available by subject and grade level to print out from the KCS web site, <http://kcs.kana.k12.wv.us.>, under the Purchasing Department.

### **Faculty Senate Funds**

Accounts for each teacher are handled by the secretary. **Before purchasing**, teachers must request a Purchase Order (P.O.) from the secretary for reimbursement. The secretary will provide a Tax Exempt Form. State law does not allow reimbursement for taxes. Receipts must be submitted to the secretary immediately after purchasing. The Faculty Senate Treasurer must keep a ledger for all FS expenditures. Please submit copies of all receipts to the treasurer.

### **PTA Funds**

Submit an order form for the purchase to the PTA Treasurer to be made out of your account. For a reimbursement, complete the Reimbursement Request form and return it to the PTA Treasurer mailbox with receipts. Reimbursement is made twice monthly around the 15th and 30th.



**Person Taking Request:** \_\_\_\_\_  
**Submit to Computer Specialist.**

## **Staff Handbooks**

**PLEASE KEEP ALL INFORMATION SENT TO YOU FROM THE OFFICE IN YOUR STAFF HANDBOOK** so information will be readily available to you for reference as needed.

### **Awards and Student Recognition**

Student achievement will be recognized each nine weeks. Based on report cards, Honor Roll, citizenship (all Ss in approaches to learning), and attendance, awards are distributed in the classrooms. Teachers fill out and submit the green Honor Roll sheet to the principal the week before grade cards go out. The secretary will type the list for the menu. Certificates for attendance, honor roll, and citizenship are in the small drawers by the laminator. Honor Roll, Citizenship, and Attendance certificates are in the work room metal drawers. Teachers complete them and give them out each nine weeks in the classrooms with report cards.

Remember that all staff members and adult visitors may give out Caught Being Good coupons to any child demonstrating exemplary behavior, good character traits, or efforts to achieve. Note that students should not ask for a Caught Being Good, they must be “caught.” The person awarding the coupon must fill in the child’s name, homeroom, their name, the date, and the character trait or reason for the award. On the back write the child’s phone number if possible. The principal will call the parents to inform them of the award. This increases positive communication between school and home!

Once a child receives a coupon, he/she may redeem it in the principal’s office for a small prize and a pencil. Please avoid sending children to the office during lunch times as the principal is usually in the cafeteria or answering office phones. Coupons are located in the workroom metal cabinet. Positive reinforcement helps students succeed!

The librarian will also award Accelerated Reader certificates. Other special achievements will be recognized such as literature fair winners, math field day and spelling bee winners, young writers contest, president’s physical fitness awards, poster contests, academic bowls, etc. Teachers should let the principal know of such honors as they occur.

### **Performance Standards, Assessment, and Accreditation**

Holz curriculum is based on the West Virginia Common Core Next Gen Standards. Teachers will teach and assess these objectives carefully. To support teachers in accomplishing this, we use Content Standards Performance checklists for grades K-5, KCS benchmark tests, and reading and math program assessments (Saxon, Scott Foresman, My Math, SMI Math). Teachers will date the skills taught on the checklist as lesson plans are written. These checklists must be turned in at the end of the year for Accreditation documentation. Visiting accreditation teams will request this documentation.

K-2 Formative/ Summative Assessments shall be used to generate target student lists for the following year since there is no standardized testing at those levels. Grades 3-5 will administer the WVGSA and use classroom formative and summative assessments. K-3 will also use Dibels.

2-5 will use SMI Math Assessments. Interventions will be delivered for students not meeting standards.

### **Curriculum Frameworks, Learning Targets and I Can Statements**

KCS requires that the learning targets and I Can Statements in the Reading/Language Arts and Mathematics Framework for Curriculum, Instruction, and Assessment be displayed for students as they are taught. Set aside a bulletin board for these guiding I Can statements. Use the pacing guides and concept maps to prepare lesson plans. Students should be able to answer questions about their learning targets for visitors during observations.

### **Student Planners**

Each child in grades 2-5 receives a Student Planner at the beginning of each year. If the child loses one, a \$1.00 fee will be charged to replace it. It is the teacher's responsibility to teach and monitor the use of these planners. This task does not come easily for the majority of students, so patience and insistence will help them achieve this worthy goal! These planners must be checked every week, and daily for many children. Grades are given for completion of the planner. This grade is reported as a study skill, a component of language arts.

K-1 students use homework sheets in Friday Folders.

### **Homework**

Homework is required for all students Monday through Thursday. Resource, gifted, and regular education students must have daily practice homework to succeed. Teachers shall dedicate a section of a bulletin/chalk board to record homework. Students will be given time daily to copy homework. Teachers should check planners randomly and initial them. Parents should also sign planners. Notes to and from parents and teachers can be shared in the planner.

Kanawha County Schools Board Policy, Series: 19, states that homework is a necessary and integral part of the total educational process. The need for homework should be determined by the needs of the students and must be an extension or reinforcement of classroom instruction.

Appropriate daily homework time requirements are: Kindergarten – 15 minutes, first through third grades – 30 minutes, fourth and fifth grades – 60 minutes. Homework shall consist of review and practice, not new skills.

### **Student Journals**

Each Holz student will maintain a writing journal. Journals must have a balance of informal writing, teacher directed writing, and writing across the curriculum activities. Teachers are responsible for teaching children to research and write on varied topics, from various points of view, and for different purposes. Students should read or present orally to the class. Writing and speaking are two of the most important skills for future success!

### **Writing Portfolios**

Each child will maintain a writing portfolio. This portfolio will contain draft and polished work completed from September through May. A variety of writing activities such as the following will

be included: Venn diagrams, semantic maps, time lines, letters, directions or recipes, poetry, KWL, math story word problems, science experiments and graphs, expository and creative writing. These will be invaluable during parent conferences to demonstrate student progress. In addition, one formal composition must be completed on the computer each nine weeks in grades 2-5.

### **Furniture and Equipment**

Staff members may not remove any furniture or equipment from any part of the building without permission from the principal. Equipment housed in the IMC/Library may be checked out through the librarian. This policy is necessary in case of fire or theft. Inventories must be accurate for the insurance policy to cover the loss.

### **Cell Phone Use**

In compliance with Kanawaha County Schools policy on cell phone use, all Holz employees may use personal cell phones at school for personal business during lunch breaks and before and after the instructional day when students are **not** present. **Personal cell phones shall be kept out of sight and turned to VIBRATE OR SILENT at all other times during the instructional day – 7:30 a.m.- 2:00 p.m., or whenever students are present, except during emergency situations where cellular communication is required.** Should a short-term family emergency situation require that an employee's cell phone be left on during the school day, the staff member must inform the principal and office personnel.

The principal will provide a verbal warning or reminder on the first offense. In the event of a second offense, the supervisor will place a letter of reprimand in the employee's personnel file.

### **Holz Building Alarm System**

Enter through the front doors, scan your ID card and enter the last 4 digits of your 939 ID number on the key pad followed by the #. The door will click and you may pull it open.

### **Volunteers**

According to Kanawaha County Schools and Holz Elementary School policy, school staff must never leave volunteers unsupervised with children. A school staff member must be present at all times when volunteers are working with individuals, small groups, or whole classes of children. The teachers and aides are responsible for whatever happens under their supervision.

### **Educational Leave**

Students may receive one week of approved educational leave in a school year. The student is required to present to the class what they learned upon return. The teacher may have the missed work ready before the student leaves or when they return. The child has a week to complete the assignments.

Lynn Davis  
Principal

Chelle Davis  
Secretary

Stephanie Clarke  
Counselor

## PARENT VOLUNTEER PRIVACY CODE COMMITMENT

Holz Elementary School staff would like to thank you for your interest in serving our school, staff, and students. During your time with us, you will be surrounded by confidential conversations and information relating to the education of students, employees, parents, and the community. Disclosing private information or events that have been observed at school to others can result in serious legal consequences.

Due to the confidential nature of working with students in public schools, it is also imperative that parent volunteers and student helpers identify themselves by title (parent volunteer or student helper) when answering the telephone. This will prevent callers from inadvertently giving out information about students to another parent or student.

Therefore, as a volunteer at Holz Elementary School, you are expected to maintain strict confidentiality at all times. It is appropriate to remind you of this obligation to the privacy rights of individuals at school. As a record of our agreement on the terms of appropriate interaction with students, parents, and staff, all persons wishing to volunteer in the school must complete this form. A copy will be maintained in the school office.

I, \_\_\_\_\_, volunteer at Holz Elementary School, understand that activities in which I may participate and/or observe and the documents with which I may work are subject to privacy codes of the school and the Kanawha County School district. Therefore, I understand that I may not discuss or reveal names of individuals or any description of any school activities or documents.

Full Name (printed) \_\_\_\_\_ Date \_\_\_\_\_

Permanent Address \_\_\_\_\_

Phone Numbers \_\_\_\_\_ home \_\_\_\_\_ cell \_\_\_\_\_

Have you ever been convicted of a felony? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you give permission for a background check? Yes \_\_\_\_\_ No \_\_\_\_\_

I hereby certify that all information is true and correct to the best of my knowledge and belief, and acknowledge having received information on my responsibilities and limitations as they relate to confidentiality and student privacy rights while performing my duties as a volunteer at Holz Elementary School.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **HOLZ VOLUNTEER POLICY**

We believe in the positive effect of parent involvement in the school. Children who see their parents take an interest in school learn to value education and become successful students. Holz Elementary School depends on its many wonderful volunteers to operate in an efficient, effective manner and to offer outstanding learning opportunities.

1. The front entrance will be used for public entry and exit. All entrances will be locked.
2. The front entrance will use a video monitoring system with a door buzzer and voice communication for entry. Signs will indicate entry procedures.
3. All visitors will sign in at the office and wear a Visitor's badge before proceeding to classrooms or picking up or delivering children. Signs at the front entrance and school office will advise the public of this.
4. All Volunteers will sign a confidentiality statement and identify themselves as volunteers when answering school telephones.
5. All volunteers will be supervised at all time by school staff when working with students.



## **WEST VIRGINIA BOARD OF EDUCATION TEACHER CODE OF CONDUCT**

**West Virginia Board of Education Policy 5902 (162 CSR 18) requires county boards of education to provide a copy of the following code of conduct to all teachers, including substitute teachers:**

**To provide students with quality educational opportunities which reflect both excellence and equity, every teacher in the public schools of West Virginia shall:**

- 1. Demonstrate a belief that all students can learn.**
- 2. Give assignments that make learning relevant.**
- 3. Teach responsible citizenship and life skills.**
- 4. Treat each student fairly.**
- 5. Promote a safe and positive learning environment.**
- 6. Be a good adult role model.**
- 7. Exhibit a caring, honest and professional attitude.**
- 8. Maintain professional growth and development.**
- 9. Communicate with parents.**
- 10. Recognize the community as a partner in educating students.**
- 11. Maintain confidentiality.**
- 12. Abide by policies and regulations.**

**Policy 5902 further provides that school principals shall consider the foregoing code of conduct in evaluating each teacher's professionalism.**

*Information duplicated from Appendix of Kanawha County Schools Administrative Regulation West Virginia Board/Teacher Code of Conduct, Series AR 38.00''*

### **KCS Tobacco Policy**

Series: C44, WV Code 16-9A4; 18-2-5; 126 CSR44

Tobacco use is prohibited on school property. Any employee in violation of this policy shall be subject to disciplinary action. A first violation shall be reflected in a letter of reprimand that is lodged in the employee's personnel file. The employee shall be required to participate in a cessation clinic at his/her expense. A second violation shall result in a three (3) day suspension without pay. A third violation shall result in termination of employment. Second and third violations shall also

result in initiation of criminal complaints.

# PERFORMANCE EVALUATION OF PROFESSIONAL and SERVICE PERSONNEL

## 2013 WV Evaluation System for Teachers

### 3 Progressions and Timeline:

1. **Initial:** 1-3 years experience =
    - Self Reflection on 7 Teaching Standards by Oct. 1,
    - Four Observations (first by Nov. 1, second by Jan. 1, third by March 1, fourth by May 1), and
    - Evidence Collection of student learning entered online (before May 1) (80%);
    - Two Student Learning Goals by Nov. 1 (15%), and
    - School-wide Growth in Reading and Math as measured by WESTEST (5%).
  2. **Intermediate:** 4-5 years =
    - Self Reflection on 7 Teaching Standards by Oct. 1,
    - Two Observations (first by Nov. 1, second by May 1), and
    - Evidence Collection of student learning entered online (before May 1) (80%);
    - Two Student Learning Goals by Nov. 1 (15%), and
    - School-wide Growth in Reading and Math as measured by WESTEST (5%).
  3. **Advanced:** 6+ years =
    - Self Reflection on 7 Teaching Standards by Oct. 1 and
    - Evidence Collection of student learning entered online (before May 1) (80%);
    - Two Student Learning Goals by Nov. 1 (15%), and
    - School-wide Growth in Reading and Math as measured by WESTEST (5%).
- WV Educators returning to the classroom after three or more years are placed on the **Initial** progression for the first year.
  - Year-end conferences and summative performance ratings are completed between May 1 and June 1 for each teacher.

### Four Performance Levels:

Distinguished	Accomplished	Emerging	Unsatisfying
Performance engages students to be highly responsible for their own learning and contributes to the professional learning of others through teacher leadership.	Performance exhibits mastery of the work of teaching while improving practice and serving the professional community.	Performance usually demonstrates knowledge and skills to implement essential elements of teaching successfully.	Performance does not convey sufficient understanding of concepts or successful implementation of essential elements of teaching.

### 7 Standards and Weight:

- **1. Curriculum and Planning** **17.4%**
- **2. The Learner and the Learning Environment** **17.14%**
- **3. Teaching** **17.14%**
- **4. Professional Responsibilities for Self-Renewal** **11.44%**

- **5. Professional Responsibilities for School and Community**      **17.14%**
- **6. Student Learning**
  - Student Learning Goals (2)      **15%**
  - Standardized School Growth Scores      **2.5% Reading,**  
**2.5% Math**
- **7. Professional Conduct**      **Required**

**Evidence Collection:** Educators provide evidence to support the determination of performance level ratings for each professional teaching standard. Performance level ratings are based on the preponderance of the evidence. Documentation required for Distinguished.

**Recommended Evidence:**

<b>Standard 1: Curriculum and Planning</b>	
Anecdotal Records, Assessments, Assessment Data, Collaboration with all Stakeholders, Communication with all Stakeholders, Experiential Learning	Lesson Plans, Unit Plans, Observation, Portfolio, Student Feedback, Student Work Samples, Technology Integration
<b>Standard 2: The Learner and the Learning Environment</b>	
Anecdotal Records, Assessments, Assessment Data, Classroom Rules and Procedures, Collaboration with all Stakeholders, Communication with all Stakeholders, Experiential Learning, Interventions	Lesson Plans, Unit Plans, Observation, Portfolio, Student Feedback, Student Work Samples, Technology Integration
<b>Standard 3: Teaching</b>	
Assessments, Assessment Data, Classroom Rules and Procedures, Collaboration with all Stakeholders, Communication with all Stakeholders, Experiential Learning, Interventions	Lesson Plans, Unit Plans, Observation, Portfolio, Student Feedback, Student Work Samples, Technology Integration
<b>Standard 4: Professional Responsibilities for Self-Renewal</b>	
Anecdotal Records, Collaboration with all Stakeholders, Communication with all Stakeholders, Lesson Plans, Unit Plans, Mentoring, Observation	Portfolio, Professional Development Experiences, Professional Teacher Recognition, Student Feedback, Student Work Samples, Technology Integration
<b>Standard 5: Professional Responsibilities for School and Community</b>	
Anecdotal Records, Assessments, Assessment Data, Collaboration with all Stakeholders, Communication with all Stakeholders, Experiential Learning, Interventions, Lesson Plans, Unit Plans, Mentoring	Observation, Portfolio, Professional Development Experiences, Professional Teacher Recognition, School Community Involvement, Student Feedback, Student Work Samples, Technology Integration

<b>Standard 6: Student Learning</b>	
<p><b>Two Data Points:</b> (pre and post tests) to demonstrate measurable progress, with adequate time, instruction, formative assessments to change instruction, and intervention and enrichment provided to address individual student needs between data points.</p> <p><b>Rigorous:</b> Assessments aligned with WV CCS to challenge all learners.</p>	<p><b>Comparable Across Classrooms:</b> Assessments used to validate progress are equivalent forms that can be consistently applied in a variety of contexts in all classrooms for a grade level or subject.</p> <p>Example: A third grade math assessment that can be used in all third grade classrooms within a school with the expectation of similar results in every classroom.</p>
<b>Standard 7: Professional Conduct</b>	
Evidence for this standard would only be necessary in the event of an educator <b>not</b> adhering to the performance standard.	Observation, Conference, and Documentation

### Self Reflection:

Educators on all progressions complete a self-reflection to assess actual professional practice related to the five Professional Teaching Standards. Educators use the rubrics developed for the standards to identify a specific performance level for each element. Educators determine performance level ratings within the rubrics based on preponderance of the evidence. Educators must provide evidence to support any Distinguished performance level rating within the self-reflection.

Evaluators review these self-reflections and may request additional evidence to support performance level ratings. However, evaluators cannot alter the actual performance level ratings chosen by educators.

### Goal Setting:

This process helps ensure that lesson design, implementation and assessment result in learning for all students. Educators:

- Review school-wide data as well as current student performance data. Elementary educators select a content area for each goal. Goals span a school year, semester, or quarter. WESTEST2 may not be used as a measure of progress for student learning as results are not received by end of year.
- Collaborate to establish student learning goals for their grade level or curricular team. Distinguished performance level requires accomplishing at least one collaborative student learning goal.
- Establish two student learning goals and identify strategies and measures that will be used to determine success. Specify what evidence will be provided to document progress on both goals.
- Complete two Student Learning Goal forms and submit them electronically to the evaluator for review. Evaluators verify that goals are rigorous, measureable, and comparable across classrooms. Evaluators may request a conference for modifications. Submit evidence for each goal to validate progress of student learning and describe results on both Student Learning Goal forms. Evaluators review results and record a performance level for the Student Learning performance standard.

**Observation:**

Evidence collected during observation helps educators clarify strengths and identify areas for growth for Initial and Intermediate progressions.

- Initial - 4 observations per year, two scheduled, fall and spring, not less than 30 minutes each
- Intermediate - 2 observations per year, one scheduled, fall and spring, not less than 30 minutes each
- Evaluators record data on the **Observation Form**.
- Educators complete the **Evidence Form** and submit it electronically to evaluators within **five days** of the observation to document evidence about the observation and other evidence essential to performance related to the elements for the Professional Teaching Standards.
- Evaluators submit the **Observation Form** electronically to educators prior to the conference.
- Evaluators schedule and conduct a **conference** with educators within **10 days** of the observation. This conference allows educators and evaluators to exchange reflection and feedback and identify strategies and resources. They may review additional evidence presented at the conference.
- Evidence accumulated as part of the Observation is included in the summative performance rating.

**Advanced Progression (6+ years):**

- Educators complete a self-reflection of their performance for the Professional Teaching Standards and submit it electronically to their evaluators. Distinguished level ratings require evidence to be noted in the system.
- Educators and evaluators meet to review Student Learning Goals and the educator self-reflection.
- Evaluators identify elements for which additional evidence is necessary for the summative rating.
- Educators submit required evidence prior to the end-of-year conference.
- Evaluators review the educator self-reflection as well as any evidence submitted, complete the summative performance rating, and transmit it electronically to the educators.
- Evaluators and educators convene and end-of-year conference.

**Professional Support Personnel (Counselors, Speech):**

- Self-Reflection by October 1
- Goal Setting by November 1: 2 performance goals, one from Self-reflection and one Student Impact Goal
- Midyear Process Monitoring by January 1
- Year-end Evaluation by June 1

**Teacher Self-Reflection, Goal Setting, Observation and Evaluation forms are online on WVEIS.**

**Service Personnel:**

- 0-2 years = Written evaluation due by January and June.
- 3+ years = Written evaluation due by June.
- All service personnel will complete an Evaluation Conference Form at the beginning of

each school year to set annual goals with the principal and to complete a self evaluation checklist. (See Appendices)

**Service Personnel Evaluation forms may be found on the Kanawha County Schools web site under Employees, Human Services, and Forms.**

### **CLASSROOM WALK THROUGH OBSERVATIONS**

Classroom walk through observations are conducted to provide more frequent feedback to teachers. These are brief, 5-minute visits to observe student learning and classroom management strategies. They **are not intended for evaluation purposes**, but to provide positive and corrective feedback and to gather information about individual student performance. The principal will walk through as unobtrusively as possible and the teacher should continue instruction without interruption. The form on the following page is used as a check list with comments or questions on the bottom or back. It will be placed in the teacher's mailbox in order to avoid disturbing instructional time. If conferencing is necessary, it may be scheduled.

**Kanawha County Schools Instructional Strategies and Instructional Framework "Look Fors"**

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Strategy/Look For	Comments
<p><b>Setting Objectives/Providing Feedback</b></p> <ul style="list-style-type: none"> <li>• Essential questions posted and used in the lesson as "I Can" statements</li> <li>• Feedback is corrective, timely, and specific</li> <li>• Students are involved in providing feedback on their own work</li> </ul>	
<p><b>Cues, Question and Advance Organizers</b></p> <ul style="list-style-type: none"> <li>• Use of explicit cues</li> <li>• Use of questions for inference and analysis</li> <li>• Use of wait time</li> <li>• Use of a variety of organizers, including expository, narrative, skimming, graphic</li> </ul>	
<p><b>Differentiated Instruction Includes:</b></p> <ul style="list-style-type: none"> <li>• Varied locations and time</li> <li>• Varied learning strategies</li> <li>• Varied learning styles</li> <li>• Data-driven plans</li> <li>• Student-centered activities</li> <li>• Varied instructional practices: direct instruction, small group work and centers, individual conferencing, problem-based learning, cooperative learning, technology integration, pre-teaching</li> </ul>	
<p><b>Core Content Instruction</b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness, Phonics, Vocabulary Development, Comprehension, Fluency, Motivation to Read, Guided Reading</li> <li>• Numbers &amp; Operations, Algebra; Geometry, Measurement, Data Analysis/Probability, Problem solving, Proofs, Representations, Talking &amp; Writing, Real-Life Connections, Games, Manipulative Activities</li> <li>• Modeling Writing, Rubrics, Peer Editing &amp; Revising, Ideas &amp; Content, Organization, Sentence Fluency and Structure, Word Choice, Voice, Conventions &amp; Mechanics, Presentation &amp; Publication</li> </ul>	
<p><b>Reinforcing Effort/Providing Recognition</b></p> <ul style="list-style-type: none"> <li>• Evidence of explicit teaching of the importance of effort</li> <li>• Students keep track of effort and achievements</li> <li>• Student recognition personalized</li> </ul>	
<p><b>Instructional Frameworks and Lesson Plans</b></p> <ul style="list-style-type: none"> <li>• KCS Concept maps are reflected in teacher lesson plans</li> <li>• CSOs in Document Log</li> <li>• Instruction paced with KCS pacing guides</li> </ul>	
<p><b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Active Engaged Learning - higher-order, individual, research, discovery, self-assessment, reflective journaling, PBL</li> <li>• Verbal Learning Conversations - problem solving, small or whole group analysis, cooperative learning, student-led</li> </ul>	



<ul style="list-style-type: none"> <li>● Teacher-Led Instruction - explanations, demonstrations of new information</li> </ul>	
<p><b>Depth of Knowledge - Use of Levels 2 and 3</b></p> <ul style="list-style-type: none"> <li>● Level 1 - Recall</li> <li>● Level 2 - Skill/Concept, applying skills, estimating, interpreting,</li> <li>● Level 3 - Strategic Reasoning - Planning and reasoning to respond in a new situation, abstract thinking, support for conclusions, more than one approach</li> <li>● Level 4 - Extended Reasoning - Investigating, planning, multiple steps over time, relate several concepts, real-world applications/new situations, PBL</li> </ul>	
<p><b>Assessment and Interventions</b></p> <ul style="list-style-type: none"> <li>● Formative and Summative reflecting learning targets</li> <li>● Students link assessments to learning through use of Data Notebooks, charts, or graphs</li> <li>● Progress Monitoring with Benchmarks, Dibels, SMI, Reading Assistant, Acuity</li> <li>● Checking for understanding</li> <li>● Use of data to develop SMART goals</li> <li>● Use of data for small group re-teaching, pre-teaching, second chance opportunities, and other interventions</li> <li>● Use of Florida Center for Reading Research, Excel Math and other supplemental materials to support learning</li> <li>● Sharing evidence of progress</li> <li>● Documentation of student achievement as result of implementing Smart goals</li> </ul>	
<p><b>Classroom Climate/Management</b></p> <ul style="list-style-type: none"> <li>● Use of positive reinforcement, redirect</li> <li>● Student work displayed</li> <li>● High expectations for all</li> <li>● Orderly, organized, neat</li> <li>● Use of Caught Being Good</li> <li>● Use of character education</li> <li>● Use of counselor, Respect and Protect</li> <li>● Parent Contacts/Involvement</li> </ul>	
<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Communication, research, skill reinforcement, creating products</li> <li>● Calculators, digital camera, document camera, Smart Board</li> <li>● Keyboarding, Word, Power Point</li> <li>● Pearson, STAR, SMI, Reading Assistant, Achieve 3000, Spelling City, Engrade</li> <li>● Acuity, Sumdog, Kidspiration, AR, WV Writes, Tech Steps</li> </ul>	

Name: \_\_\_\_\_ Employee Number (939.): \_\_\_\_\_ Date: \_\_\_\_\_  
KCS Years Exp: 3 JOB TITLE: \_\_\_\_\_ Tenured:  Probationary:   
SCHOOL/DEPARTMENT: Holz

A	B	C	D	E	
OUTSTANDING	COMMENDABLE	SATISFACTORY	UNSATISFACTORY	DOES NOT APPLY	
					<b>SECTION B - Record job STRENGTHS &amp; performance incidents.</b>
					<b>SECTION C - Record PROGRESS ACHIEVED</b> attaining previously set goals for improved performance for personal or job qualifications.
					<b>SECTION D - Record specific GOALS or IMPROVEMENT PROGRAMS to be undertaken during next evaluation period.</b>
					<b>SECTION E - Record specific work performance AREAS FOR IMPROVEMENT or job behaviors requiring improvement or correction. (Exp. column D)</b>
					<b>SUMMARY OF EVALUATION</b> - this reflects appraisal of the employee's performances. It is the number of checks in each category. <input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Commendable <input type="checkbox"/> Unsatisfactory
					<b>SUPERVISOR:</b> I certify this report represents my judgments. I recommend continued employment Yes <input checked="" type="checkbox"/>
					Supervisor Signature: _____ Title: _____ Date: _____
					<b>SPECIALIST:</b> Report Attached Yes <input type="checkbox"/>
					Specialist Signature: _____ Title: _____ Date: _____
					<b>EMPLOYEE:</b> I have discussed this evaluation with my supervisor(s) and have received a copy.
					Employee Signature: _____ Date: _____

**FACTOR CHECKLIST**  
Immediate supervisor must check each factor in the appropriate column

**WORK HABITS**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. OBSERVANCE OF WORK HOURS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. ATTENDANCE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. COMPLIANCE WITH RULES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. SAFETY PRACTICES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. MEETING SCHEDULES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. ACCEPTANCE OF CHANGE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. APPEARANCE OF WORK AREA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. INITIATIVE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. ATTITUDE

**PERFORMANCE**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. WORK JUDGMENTS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. PLANNING & ORGANIZING
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. QUALITY OF WORK
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. ACCEPTANCE OF RESPONSIBILITY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. FOLLOWS INSTRUCTIONS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. PUBLIC RELATIONS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. EMPLOYEE RELATIONS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. EFFICIENCY UNDER STRESS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. OPERATIONS & CARE OF EQUIPMENT
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. WORK COORDINATION
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. PERSONAL APPEARANCE

**PROFESSIONAL DEVELOPMENT**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. KNOWLEDGE OF WORK
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. JOB-RELATED TRAINING

**FOR EMPLOYEES WHO SUPERVISE OTHERS**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. PLANNING & ORGANIZING
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. SCHEDULING & COORDINATION
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. TRAINING & INSTRUCTION
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. PRODUCTIVITY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. JUDGMENTS & DECISIONS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. LEADERSHIP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. OPERATIONAL ECONOMY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. SUPERVISORY CONTROL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.

● .

## MEMORANDUM

To: Holz Staff

From: Lynn Davis

RE: Peanut Allergy Procedures

After careful review of student medical records, physicians' orders, and conferences with their parents and with me, Kathy Whitlock, RN, and Brenda Isaac, lead nurse, have provided information to help ensure a safe environment for students at Holz. The Americans with Disabilities Act requires that we accommodate these conditions. There are now seven students with life-threatening allergies to peanuts, peanut products, and other nuts (almonds, pecans, walnuts, hazelnuts). This means they could die within minutes from exposure to these foods due to swelling and blockage of the airways.

Exposure can occur by ingesting or touching these foods, or by unknowingly touching traces of these foods that may be transferred by other students to any surface in the building. These cross contamination areas include keyboards, physical education equipment, doorknobs, desks, tables, restroom and classroom sink surfaces, walls, floors, playground equipment, etc. To clean all of these areas daily would be an impossible task.

Holz has the services of certified medical personnel, a registered nurse, only one day per week. That means unlicensed non-medical personnel must serve as first responders to any medical emergencies four days per week. Yet another reason to take all necessary precautions to prevent exposure to these foods.

Anaphylaxis is a sudden, severe allergic reaction that involves various areas of the body simultaneously. Common warning signs and symptoms of an anaphylactic reaction include:

Tingling  
Itchiness  
Metallic taste in the mouth  
Hives  
Difficulty breathing  
Swelling and/or itching of the mouth and throat area  
Paleness (drop in blood pressure)  
Loss of consciousness

**In order to minimize the risk of a life-threatening allergic anaphylactic reaction, it has become necessary that we follow these procedures.**

- Request that staff and parents not send peanut and nut products or any food containing these products to school.
- Wash hands at every opportunity, especially before and after eating to avoid unintended cross contamination.
- If a non-allergic child brings peanut products to school, we will not remove their food or punish the child in any way. We must, however, move them as far as possible from allergic

children within the class group, clean the table/chair area immediately after the meal or snack, and direct the child to wash his or her hands.

In the event an allergic child touches or ingests these foods:

- The supervising teacher will immediately contact the school nurse or aide\* to administer prescribed medication (Benedryl, etc.).
- The nurse or medication administrator will closely monitor the student for signs of anaphylactic reaction. If symptoms such as those listed above are noted, they will immediately call 911 for paramedics.
- The nurse or trained medication administrator (secretary, principal, head custodian, phys ed teacher) will administer an epi pen dose and monitor the child until paramedics arrive.
- If breathing stops, trained personnel (nurse, custodian, phys ed teacher, principal) will administer CPR.
- Other available staff closest to the child's location will direct paramedics to the child.
- All other staff will stay in their classrooms to provide supervision and a calming influence for the other children.
- Office personnel will man the telephones for incoming/outgoing emergency calls.

\*In the nurse's absence the trained medication administrator (secretary, aide) will administer prescribed medications as indicated on the medication administration form from the physician, located in the white notebook inside the closet between the clinic and the office. The nurse, secretary, and the principal have keys to that closet.

*peanut memo*

## **HOLZ STUDENT-PARENT-TEACHER COMPACT**

Holz Elementary School is a School of Excellence. As such, we hold high expectations of our students, parents, and teachers. It is our goal that all students will become successful citizens. Therefore, we feel strongly that by following these responsible behaviors, together we can create an effective learning environment to help every child reach his or her potential.

**Please read and sign this compact to indicate that you understand its terms, then return it to your homeroom teacher.**

Student Responsibility	Parent Responsibility	Teacher Responsibility
<p>To develop organizational skills and responsible behaviors, students agree to prepare for school at home before leaving, and to arrive prepared for all classes.</p> <p>To establish social skill and character development that will carry over into other areas of life, students will treat adults and each other with respect by greeting and replying politely. Students agree to use words such as “Have a nice day,” “Please,” “Thank you,” “You are welcome,” and “Excuse me”.</p> <p>To accept responsibility and meet commitments, students will record all assignments in their planners and take home all supplies for completion of homework. After the first week of school, students will not return to school after hours to retrieve forgotten items.</p> <p>To respect other classrooms, students will walk silently in the hallways in single file, on the right side, on the blue line.</p> <p>To maintain an environment that supports learning, students will arrive at school on time and have supplies ready for class.</p>	<p>Parents agree to make certain children are prepared for school with a good night’s sleep, breakfast, proper health care and hygiene, and to ensure that children bring only the materials needed for class to school. Toys and electronics are a distraction from learning.</p> <p>To support social skill and character development, parents will reinforce the use of manners at home.</p> <p>To support children with homework, parents will check and sign the student planners (2-5) or homework folders (K-1), make certain that children have a quiet work space and supplies to complete homework assignments, and monitor tv, computer, and video game time.</p> <p>To reinforce appropriate school behavior, parents will discuss the school rules and procedures at home with children and reinforce consequences.</p> <p>Parents will make certain that children arrive at school on time with supplies and work needed for the day. (8:15 a.m. Tardy-2:50 p.m. dismissal, 7:50 for breakfast)</p>	<p>Teachers agree to help children develop responsibility by not permitting students to call home during school hours to ask parents to bring forgotten homework, and by allowing them to experience natural consequences of their choices.</p> <p>To support social skill and character development, teachers will model, teach, expect, and reinforce mannerly behavior from students, and will address disrespect or bullying.</p> <p>To support responsibility, teachers will record homework on a class board and provide class time for students to record homework in planners and get materials together to take home.</p> <p>Teachers will help students respect others by expecting silence in the hallways, walking with the line, and correcting students who become disruptive.</p> <p>Teachers will maintain an effective learning environment and time on task by being in the classroom ready to start class promptly and by providing active learning opportunities.</p>
<p>Signature:</p>  <p>Date:</p>	<p>Signature:</p>  <p>Date:</p>	<p>Signature:</p>  <p>Date:</p>

# BEGINNING SCHOOL CHECKLIST

- Post in a central location: Mission Statement (County & School), Title IX, Code of Conduct (Staff & Student), Daily Schedule (outside class door), Fire Drill Emergency Exit Plan, Shelter In Place, Crisis Response & Substitute Teacher Handbook.
- Designate whiteboard or other space for homework and Learning Targets and I Can Statements.
- Complete lesson plans for first week of school.
- Teach Bus Safety Unit.
- Review Fire Drill, 12:30 School-wide fire drill on FIRST DAY.
- With student input, develop classroom rules and post.
- Review Student Behavior/Weapons-Series 22.00 and collect signatures to submit to office.
- Review dress code policy with students (no flip flops, tank tops, low pants, short shorts (fingertip length), alcohol, foul language, obscenity, etc.).
- Review and distribute planners (grades 2-5), homework sheets (K-1).
- Request school buses during pre-school days for any field trips you have planned (early requests are less expensive due to overtime pay).
- Review procedures for healthy snacks, no soft drink policy, walking on right side of hall, dismissal procedures (buses, then Third Base, then carpool), lunch procedures, tardy students must first report to the office, etc.
- Establish guided reading centers and procedures for rotations.
- Establish classroom computer use and rotation procedures.
- Review technology use agreement with students and collect signatures to submit to office.
- Complete your Holz Dismissal Procedure form with bus numbers, carpool, day care, Third Base, etc. for each child.
- Read and sign off on your Holz Staff Handbook, the Parent Handbook, and your KCS Frameworks for Curriculum, Instruction, and Assessment.
- \_\_\_\_\_

## **DISCRIMINATION PROHIBITED POLICY**

**As required by federal laws and regulations, the Kanawha County Board of Education does not discriminate on the basis of sex, race, color, religion, disability, age or national origin in its employment practices or in the administration of any of its education programs and activities. Inquiries may be directed to Jeane Ann Herscher, Title IX Coordinator, Kanawha County Board of Education, 200 Elizabeth Street, Charleston, WV 25311-2119, phone 348-1379; to Charles Sasz, Section 504 Coordinator, Kanawha County Board of Education, 200 Elizabeth Street, Charleston, WV 25311-2119, phone 348-1393; or to the US Department of Education's Director of the Office for Civil Rights, (215) 596-6795.**

**Sign-Off Page:**

**Holz Staff Handbook**

**I will be responsible for maintaining the content of this handbook and I will refer to it as needed for information on school procedures and policies.**

**Sign and return this page to the principal. Thank you!**

---

**Name**

**Date**