

School Year | 2026-
2027

JCECC Staff Handbook

Jefferson City Early Childhood Center Mission Statement

JCECC's Mission is to nurture a school climate where all individuals feel respected, supported, and safe. We will focus on collaboration with families, schools and community, while providing high quality instruction to develop lifelong learners.

Our Vision for JCECC

At JCECC we vision to become a model educational center with comprehensive early childhood services that provides rigorous and engaging instruction for all.

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JCECC Faculty & Staff

Office Staff

Danielle Westmoreland, Principal
Josh Ferguson, Assistant Principal
Mallory York, Home School Liaison

Karly Berendzen, Process Coordinator
 Taylor Frank, Instructional Coach
 Beth Castrop, Educational Diagnostician
 Leah Wright, Psych Examiner
 Ann Zoellner, Nurse
 Renee Davis, Pre-Kindergarten & PAT Administrative Assistant
 Margie Lechner, ECSE Administrative Assistant

Position	Staff Member	Instructional Paraprofessional	Room Number
Pre-Kindergarten			102 111 101
3 Year Old Classroom			112 105 104 103
ECSE			117 114 115
Speech Language Pathologists			119 118 116
Speech Language Intervention			
Occupational Therapy			130 127 128
Physical Therapy			134 132 133
MME			120
P.E.			121
Psych Examiner			Gym 109

Parents As Teachers			
Day Custodian			Library Media Center 113
Night Custodian			131 110
Cafeteria			Coaching Office 129

Assemblies

Assemblies will be held on the stage podiums in each of the streams. Assemblies must be approved by the Principal in advance. Assemblies will be posted on the JCECC calendar for reservation of the podiums and communication to all staff.

Student Attendance

The school day for students officially begins at 7:30 a.m for ECSE and 8:00am for General Education. Classroom staff are responsible for greeting students at the door and monitoring hallways during entry, or assisting students to safely get to their classroom.

Teachers will take attendance using Infinite Campus each morning. Attendance should be taken within 30 minutes of class. Students arriving late must **report to the office** first to check in. The office will adjust attendance for students that are tardy.

Staff Attendance

Staff are expected to arrive and stay during their contracted time. Arriving late, leaving early, and absences should all be communicated to the Principal with as much notice as possible. In the event of a short-notice illness staff are to text/call Principal, secretaries, and classroom staff in addition to placing absence into Frontline Absence Manager.

- ECSE 7:15am-3:05pm
- Regular Education 7:30am-3:20pm
- Itinerate/PartTimePartTime Teachers 7:30am-3:20pm
- Cafeteria and Custodial-Per your direct supervisor's instruction

Building Behavior Expectations

At JCECC students are to help make it a safe place by making safe choices. Our job is to help students make safe choices and keep the classrooms and school safe. Specific guidelines for student behavior have been established for each area of the school to help provide all students with a learning environment at all times. Please provide explicit

instruction to your students on these expectations and practice these expectations with your students on a regular basis.

Students

- Treat students with dignity and kindness. *No yelling or hurtful language, Correction/Redirection should be done with assertiveness not aggression.*
- Speak positively or factually in front of a child. *No gossiping about children, family, or other colleagues*
- All educators who work with children with an IEP, BIP, or any extra support should have access to appropriate documents and support. Case Managers are responsible for sharing documents, all adults are responsible for reading information on students.

● Colleagues

- Teachers communicate clear expectations of the classroom instructional team and revisit on a WEEKLY basis (paraprofessionals, therapists, SPED teachers, etc.)
 - Written schedule/expectations for each paraprofessional
 - Weekly meetings to determine Glows & Grows
 - Weekly ECSE classroom team meetings (Teacher, SLP, OT, PT, etc.)
- Chain of Command-
 - Discuss staff conflicts with individuals involved in private. Be respectful and professional.
 - Address concerns directly with colleagues first unless safety is a concern.
- FERPA-Do not disclose information about a student to someone who does not have a “need to know.”
- Positive Intention over Negative Gossip

● Environment

- Clean up after yourself in classroom and common areas
- Dishes should not be left in the sink or on the counter: wash, dry, and put away your dishes, and wipe tables when you’re finished.
- Chairs put up
- Trash by the door
- Classroom messes cleaned best to your ability
- Personal meals, food, beverages and trash put away
- *Leave a space how you found it or better!*

Playground

- Both classroom adults are to supervise recess unless otherwise determined by an administrator.
- Be mindful of times to start and end recess.

- At least three classes may be outside at the same time. Students have free choice of play, and adults will divide out as listed below
 - Swings
 - Open Play Area on side of the building
 - Slides/Structure
 - Hill Side
 - One adult per area unless there are no kids playing in these designated spots.
- Swings
 - Go around swing and not through
 - Swing on bottom or belly
 - No twisting
 - No jumping out of swing
 - Swing front/back
- Slides
 - Up the ladder, down the slide
 - Free choice of up/down the ladder
- Bikes/Balls
 - To be played with daily
 - BOOST take out/put away

Hallways

Our hallways serve in multiple ways. Students who are transitioning with the class should practice the skill of walking in a quiet line, eyes forward, body safe to prepare for Kindergarten transition. However, not all students or programs are at this level of independence and therefore can scaffold this expectation by practice by holding a hand or riding in a wagon without resistance.

Hallways also serve as learning environments with increased motor play and cross-classroom socializing. Classrooms are encouraged to take the learning to the hallways to blend classes and programs. Therapists are encouraged to utilize hallways as therapy spaces to decrease transition times and increase opportunities and mediums. These opportunities may be louder and busier, which is encouraged here at JCECC.

Building Calendar

You can find the JCECC Calendar and add it to your google calendar at the link:

<https://calendar.google.com/calendar/u/0?cid=amNzY2hvb2xzLnVzX3AwYWp0cnJsODU0cTRobTc2dmtjZWpvYjRrQGdyb3VwLmNhbGVuZGFyLmdvb2dsZS5jb20>

Schedule or check important events for JCECC on the calendar: staff & leadership meetings, IEP & SPED meetings, and committees. If utilize a common meet space, the room should be reserved.

Classroom Birthdays

To ensure student and teacher safety, all food items brought to school must be purchased and individually pre-packaged. Ensure parents are aware of this policy. On a

student's birthday, students may bring store purchased snacks to share with their classmates and teacher. 2 adults of the birthday child may enter the building, but no more than this. Invitations to home parties will only be distributed if the entire class is included.

Class Supervision

Teachers should greet students at the door at the beginning of each day, and be present in the classroom at all times children are present. It is essential that you plan your day so it will not be necessary to leave your class unsupervised.

Classroom Communication

Each teacher should be in communication with the classroom families on a weekly basis via SeeSaw, email, phone calls. Classrooms share weekly pictures and updates. Each certified staff completes 4 positive contacts per week. Avoid hard conversations in writing, rather call parents to convey tone of voice and respect. Therapists should be in communication with families through email or phone.

Communication- Principal/ Teacher

Open communication between teachers and the principal is very important. I am a firm believer that there is no such thing as too much communication. If you question whether or not I should be informed in a situation, you should let me know. I want you to feel comfortable sharing information, asking for assistance, problem solving with me, and questioning. If you have a question, please ask! I will try to keep you informed weekly of building happenings and things that are on my mind through a Champ Chat newsletter. I will also communicate many things with you through email. Please feel free to set up a calendared meeting with the Administrative Assistant, email or stop by my office at any time if you have questions or concerns about anything that is shared in the newsletter or through email. Our staff meetings will focus on our development together as a staff, not on information sharing. Information needed to be shared via Champ Chat needs to be sent to Westmoreland before Thursday.

Computer Equipment

Educators are responsible for the Chromebooks, computer equipment and software assigned to their classroom. The equipment/software should be monitored to ensure proper care and handling. Computer equipment and district phones are assigned to a room, not a person. Needed repairs should be reported to the media specialist in writing. No computer equipment/software should leave the classroom or building without proper authorization by the building principal. Software cannot be copied due to our adherence to copyright laws.

Confidentiality

Make every effort to maintain the integrity of an individual student, parent, or co-worker. With this in mind, gossiping is out of place. If a discussion regarding a student, parent or co-worker is necessary it should take place in an area of privacy with the intention of

preventing/solving a problem. If need arises, as it often does, to discuss students' academic or behavioral concerns, do not use the teachers' lounge, hallways, or outer office area. These conversations should only involve the people concerned and once again in a private area. Each of us must act responsibly to ensure that strict confidentiality is maintained. IT IS THE LAW.

The academic progress, behavior or records of individual students should **never** be discussed with any parent other than the parent or guardian of the student.

Copy Machines

Copy machines are available to staff for the purpose of copying materials needed for teaching. Care and thought should be given to what we are copying for students. Student work can and should include a variety of materials other than worksheets. Teachers should give thoughtful consideration to the quality (and quantity) of the material they are choosing to copy. Confidential information should not be left on the copy machine. Color toner comes out of the building budget and is expensive. Please be mindful of your color copies.

Creativity

Try new things. Be creative. Take a few risks. Share ideas. Make teaching and learning exciting. Have fun. Get out of ruts. Schools need to be a place where we can experiment without fear of failure. This also applies to the learning our students engage in. We learn from our failures and disappointments as well as from our successes.

Discipline and Positive Behavior Support

At Jefferson City Early Childhood Center (JCECC), we believe young children learn best in environments that are safe, supportive, predictable, and relationship-centered. Our approach to discipline focuses on teaching, guiding, and supporting children as they develop social-emotional, self-regulation, and problem-solving skills. We recognize that behavior is a form of communication and that children learn appropriate behaviors through modeling, practice, consistency, and positive relationships.

Positive Guidance Strategies

JCECC staff members use a variety of positive and developmentally appropriate strategies, including:

- Building positive relationships with children and families
- Teaching and modeling expected behaviors
- Establishing consistent routines and clear expectations
- Redirecting children to appropriate activities or choices
- Providing positive reinforcement and encouragement
- Helping children identify and express feelings appropriately
- Supporting children in problem-solving and conflict resolution

Offering calming strategies and sensory supports when needed
Providing opportunities for children to practice self-regulation skills

Family Partnership

Families are important partners in supporting student success. If ongoing behavioral concerns arise, staff will communicate with families to collaboratively develop strategies and supports that help the child be successful at school. Additional interventions, observations, or support plans may be considered when appropriate.

Behaviors That May Require Immediate Intervention

For the safety of all children and staff, behaviors such as aggression, unsafe actions, repeated elopement, or behaviors causing harm to self or others may require immediate staff intervention. In these situations, staff will:

- Ensure safety first
- Help the child calm and regulate emotions
- Provide supervision and support
- Communicate with families as needed
- Develop additional support plans when appropriate

Our Behavior Expectations

At JCECC, we teach children to:

- Be Safe
- Be Kind
- Be Respectful

Prohibited Discipline Practices

JCECC strictly prohibits any form of:

- Corporal punishment
- Humiliation or shaming
- Threats or intimidation
- Verbal abuse or yelling
- Physical punishment
- Punishment related to food, rest, or toileting
- Isolation in locked or dark spaces
- Withholding basic needs or recess as punishment.

All discipline practices used at JCECC will protect the dignity, safety, and emotional well-being of every child.

Administrator or Office Call Support

When support is requested, it becomes an administrative matter. While staff may not always agree with the final consequence, administration must consider student history,

district policies, special education laws, and all investigative information before determining an outcome.

At JCECC, students are often learning how to co-exist outside their home with many other students and new rules/routines. All with very immature brain development and regulation skills. Our job is to teach students skills to to replace behavior, limit to diminish classroom disruption, and support students to grow. Educators have a tremendous power through the relationship, Tier I instruction, and classroom interventions they provide daily.

Staff members recognize that preschool-aged children are still learning social and emotional skills and may need repeated support and instruction.

JCECC uses developmentally appropriate Positive Behavioral Interventions and Supports (PBIS) practices and child guidance strategies to encourage positive behaviors and build a caring school community. Staff members work to create classrooms where children feel safe, valued, and successful.

Each teacher at JCECC and the school district is expected to follow the Four Essential Features by establishing and maintaining a safe and respectful classroom.

Majors Vs. Minors

JC Champion CORE Practices

The following staff expectations have been established to help our students be successful in the classroom and our school:

Clear Learning Objectives
Ongoing Feedback
Routines and Structures
Engagement

Clear Learning Objectives

- Student(s) are able to tell you the purpose/objective of the lesson.
- A method of assessment of student learning exists and students have knowledge of how to demonstrate mastery of the objective.
- Teacher verbally or visually incorporates the objective and/or purpose of instruction to the students.
- Majority of the instruction/instructional activities and assignments relate to the learning objective.
- Instruction aligns with JC Schools Course Curriculum/Learning Standards.
- Evidence of an age appropriate visual statement/posting of learning objective.

Ongoing Feedback

Feedback is defined as information provided to learners regarding their performance toward specific goals.

Feedback reduces the gap between what learners currently understand and what they need to understand. Feedback includes the following attributes (TACOS):

- Timely: given immediately and continuously occurring
- Applies to behavior and/or academics
- Corrective with positive praise
- Observable
- Specific

Routines & Structures

- Physical Layout: traffic patterns, organized materials, seating is flexible to allow for collaborative student engagement, allows for active supervision in all areas, defined areas for small-group/individual instruction to occur as necessary.
- Active Supervision: teacher moves around the room to scan and interact with students, uses proximity to prevent off-task behaviors, students in need of support readily receive it, staff are present and actively engaged in supervision of students.
- Schedule: a student-appropriate daily schedule is posted and can be seen at all times. Lesson/period schedules (beginning, middle, & end) maximize instruction toward the CLO.
- Smooth Transitions: prompt transitions and provide pre-corrective statements specifying behavior expectations prior to transitions. Routines have been taught, are consistently implemented, are time efficient, and adults provide praise for smooth transitions.
- Rules: 5 or fewer positively stated rules posted for all to see and these rules are consistently referred to and reinforced. The rules are observable and operationally defined (tell the student what TO do). All adults in the building will model, practice and reinforce these rules consistently.
- Routines: expectations for daily routines that have been taught, are reinforced, and correspond with classroom rules; teacher uses an attention signal.

Engagement/OTR

Jefferson City School District teachers increase student achievement by presenting a variety of relevant & rigorous questions and discussion prompts that are organized to result in group and individual responses for 100% of students present. Teachers provide feedback for all responses and present an opportunity for students to make corrections while monitoring responses for accuracy to inform instruction.

Quality Attributes:

- Type: variety of questions requiring both verbal and nonverbal responses
- Relevant: majority of opportunities to respond are tied to the learning objective
- Rigor: DOK level 2-4 75% or more of opportunities

High Quantity Engagement:

- Single or multiple responses are organized in a way that promotes participation of 100% of students present.

Emergency Procedures

Crisis management plans and emergency exit plans are to be posted in each classroom

setting and should be reviewed by the teachers and with the students on a regular basis. There will be fire, tornado, and earthquake drills scheduled according to district expectations. Teachers should keep a copy of their students' names and family numbers updated and on hand for emergencies. Emergency packs should be located next to the door and should include the following:

- o Crisis Management Plan
- o Student roster
- o Name tags for students
- o A book to read or other activity for students to do

Emergency plans and outlines should be in your sub binder.

Progress Reports

Department Meetings

It is an expectation that organized departments meet together as a group to create instructional plans, discuss learning activities, instructional strategies, assessment methods, lesson plans, building goals, etc. Teams are required to attend Meetings with the Instructional Coach and Principal. A list of all meetings is in the *insert schedule*

Handbooks

Each teacher and family can access the district and school handbooks online on the website. Like issues will be addressed in each. Each staff member is expected to read and follow the guidelines in the Faculty Handbook and to ensure that each family signs off on the Student and Parent Handbook at the beginning of the year.

Inclement Weather

In the event of inclement weather, a district-wide message will be sent from the Board Office. Your phone will be called and you will receive a text to inform you of school cancellation. You can also see this by checking local television stations.

Instructional Practice

Effective instruction that engages all students in learning the district curricular expectations should monopolize the majority of the student's day. Seat-work is not best practice. Instruction should follow the JC Schools CORE practices addressed above. Not all students are ready for pencils and paper. Not all students are ready to write their name. Please refer to the Instructional Coach on appropriate ways to scaffold student learning to meet them at their baseline level.

Illness of Children

Children should be walked to the health room if they are ill. A determination will be made if the child should be sent home or remain at school. Only the nurse should be making the determination if a student is being sent home in alignment with District

Policy. DO NOT SEND A CHILD HOME SICK. SCHOOL NURSE WILL DO THIS IF APPROPRIATE.

Key Fobs/Keys/Building Security

All outside doors to the building should be kept locked at all times. Key Cards/fobs to the building are assigned by the building secretary to staff. Room keys are available for staff. It is understood that any teacher using a keycard or key is responsible for the security of the building. Duplication of building keys is against school policy. When leaving the building after hours or on weekends, all doors must be personally checked to make sure they are fully closed and locked. If you have children with you, do not allow them to roam the building without adult supervision. They should not go into other classrooms or outside using doors in other parts of the building. When they come back in, doors may not be secured.

With the exception of the exterior front door, all doors to the building will be locked during school hours. Teachers should be sure to have their keycards with them when they go to the playground and are responsible to ensure the doors are locked when students come back into the building. Outside doors should not be propped open at any time.

Lesson Plans

Lesson plans should follow the district's curriculum. Itinerate and General Education teachers should meet regularly to lesson plan for the instruction during service push in minutes. It is expected that learning targets are posted (pictures) and discussed in student language daily.

Instruction:

- CORE Instruction
- District Big Rocks Curriculum
 - CKLA (ELA)
 - Eureka2 (Math)
 - Heggerty (Phonological Awareness)
 - Second Step (Social Emotional)
- ECSE 4 Data points per quarter per IEP goal area
- PreK Rubric 2 times per year
- Heggerty Data collection twice per year
- Eureka Assessments per module
- Intentional planning and instruction for whole group, small group, and “work time”
- Daily Lesson plans posted on the door
 - Effective, detailed, tied to a goal or standard for lessons
- Instructional Time
 - Phones put away/no personal business during instructional hours. *Need to take the call/text, step outside to the hallway to do so.*
 - Not appropriate time for email
 - Lesson planning/paperwork done during plan/nap periods

Sub Plans

Mailboxes

Teachers mailboxes are located in the administrative work room. Check mailboxes and e-mail inbox daily.

Medicine

Medicine sent to school with the student should be sent to the healthroom when the student arrives. All medication is stored and administered in the health room and not by the classroom teacher.

Money

Teachers are not allowed to use their personal accounts for school business. All money should be turned into the office and kept in the office during the day for safe-keeping. **DO NOT KEEP MONEY IN YOUR CLASSROOM OR DESK.** It is the responsibility of each teacher to keep a ledger of funds deposited and withdrawn from the school activity accounts. Money deposited into activity accounts should be given to the school secretary for counting and bank deposit. We are also not allowed to reimburse you for expenses incurred. If you need materials for a project, please send an email to the principal and secretary and we will get materials purchased. A week's notice is appreciated.

Parents

Parents are the key to working with students. Any concerns you have regarding the student needs first to be discussed with the parent. You are partners. It is the responsibility of the teacher to establish and maintain that partnership. There are many ways to do this including the weekly newsletter, frequent phone calls, personal notes, invitations to visit, etc. Please carefully consider the type of communication method you choose for particular circumstances. Written communications (Email and notes) should be limited to factual information that cannot be left open to interpretation and misunderstandings.

It is strongly recommended that each classroom teacher call the parents of their homeroom students sometime before or during the beginning weeks of school. This would promote the beginning of good communication. Positive phone calls are so important. Each student should be contacted at the beginning of the year. Teachers call the parents of new students that come throughout the year and welcome them to our school. Use the parent contact log in the infinite campus to keep track of your contact attempts.

Parent-Teacher Organization (PTO)

You are an important part of the organization. Teacher attendance is expected at significant PTO sponsored functions. They provide many gifts and opportunities throughout the year, so we want to show our support in return.

Recess

Students should have at least one recess per day scheduled, but can provide other outdoor learning by using the outdoor learning spaces and back playground as needed. Recess is supervised by classroom teachers and paraprofessionals. Both parties should be outside at the same time unless cleared by Admin. During scheduled recesses all educators should be involved in active supervision. On the playground teachers should be stationed to observe the activities of the students. Staff should not gather in one location to visit, sit on benches, or do other activities.

Resource Persons and Field Trips

All guest speakers, volunteers, visitors and field trips must be previously approved by the principal.

Restrooms

Classroom staff should supervise the bathrooms. Students should be required to clean up any messes they make with paper towels or toilet paper. Accidents, urine, feces, and vomit should be told to the custodian immediately. Students should be required to wash their hands thoroughly after using the restroom. If students put mouths on the bathroom water fountain, please clean or have custodian clean them to prevent sickness and germ spreading. All students are allowed to bring in water bottles that must be sent home to wash at the end of the week, or washed in the classroom weekly.

School-wide Behavior Expectations

- Eyes Watching
- Ears Listening
- Voices Quiet
- Body Still

Smoking

State law and Board policy prohibit smoking in school facilities and on school property at all times. If you choose to smoke, please be sure it is off school property.

Physical Education & Movers Makes and Explorers

Classroom teachers must make sure that they are on time for specials to begin and end. Paraprofessionals stay with the class during specials. Students should not be held out of special classes for consequences in the classroom or to make up classroom work.

Special Education and 504 Plans

Individual Educational Plans (IEPs) or 504 Plans should be shared with all educators involved with the student each time the IEP is amended or created. General Education, Special Education, and Therapists should be meeting regularly to discuss instruction, progress, or problem solving. BIPs should be provided to Administrators, Specials Teachers, and Home School Coordinator. Plans are a federal document that you are required to follow

Data collection and analysis is a requirement of your job. Data should be shared with new instructional staff or therapists any time there is a change. Data should never be destroyed, but given to the receiver whether it be receiving school or teacher.

Staff Meetings

Staff meetings will be held monthly. A schedule of staff meetings is located in the master calendar. Announcements will be made if the regular dates need to be changed. Meetings will start at 3:15 and last until 4:15 most months. **All staff members are expected to attend unless excused by the principal for an emergency situation.** Staff meetings will focus on our development together as building teams, not on information sharing and announcements.

Student Support Team

The Student Support Team meets at the classroom teacher's request when there are significant academic or behavioral concerns with a student. Student Support Team should take place after Advisory & Support teams have discussed student/classroom concerns.

Supervision

One of the most critical elements to the safety of students is good teacher/staff supervision of students. No classroom should ever be left unattended. Adults employed by the Jefferson City School District are responsible for supervision....A+ students, classroom volunteers, or visitors should never be left responsible for a group of students. On the playground supervision includes stationing yourself on the playground so as you can observe the activities of students. Staff should not gather in one location to visit, sit on benches, or do other activities other than supervising students. Employment of active supervision is required and involves scanning with your eyes and moving around the area while interacting with students to support and reinforce appropriate behavior and correcting inappropriate behavior.

Staff Attire Expectations

A teacher's manner of dress should always reflect a degree of professionalism and good taste. Staff should be appropriately dressed, i.e., business casual or business, for the regular school day. Jeans are permissible on Fridays and only wearing a Jefferson

City shirt. Flip Flops and crocs are not considered business casual attire. Shorts are allowed with appropriate length. Shorts must be khaki or dress short. Absolutely no jean shorts or athletic shorts. Leggings are appropriate with covering of a dress or thigh length shirt. Joggers are appropriate with district shirt or business casual shirt. Wearing shirts that show cleavage, sleeveless tops that show bra straps, clothes that fit too tightly, and too short of shorts are inappropriate at school. Dresses or skirts should be modest in length and should be appropriate for working with small children. Most footwear is fine with the exception of the rubber flip flops that are more suited for beach or pool attire. Many are now stylish to wear away from the water, but they just do not look professional and are not safe. Sandals and dressy “flip flops” are fine, but keep it professional and use your good judgment. The way we present ourselves to our students, parents, and the community is very important. I am certainly not the fashion police, however, we have a lot of visitors coming through our building and we need to look professional. A rule of thumb that usually works ... if you are not sure something is appropriate, it is probably best left in your closet.

The following Dress Code has been established for JCPS teachers:

- Jeans with appropriate JCPS or School Spirit shirts on Fridays. (ONLY Fridays).
- Outside district school apparel not permitted i.e. Helias, Blair Oakes, etc.

Teacher Absence

In case of last minute illness, text/call Principal Westmoreland at 573-619-2822 to arrange a substitute. The earlier you enter your absence in Frontline, the better. Please also notify the Administrative Assistants and classroom team of your absence.

District leave, professional leave, and illness leave for appointments will need to be approved through Frontline. Professional Leave must be discussed with Principal Westmoreland to ensure there is enough coverage.

Each teacher is responsible for leaving clear and thorough instructions for a substitute. The substitute folder should include schedules, procedures, lunch and attendance slips, class list, and seating chart. The substitute folder should identify co-workers who may assist the substitute teacher. Lesson plans and teacher editions should be visible and easily identified. Do not expect your classroom teammate will be able to take over in your absence. Too many times multiple adults are sick at the same time leaving a sub to piece a classroom together.

Teacher Hours

Each staff member has a contracted hours. Requests for late arrival or early departure should be made to the principal in advance. Teachers should try to schedule personal business outside the hours. If a teacher needs to leave prior to contracted time it should be shared and discussed with the principal in advance, and a Google Form filled out. Teachers attending professional meetings or on business at another school site need only to inform the office of their departure and are responsible for arranging direct supervision of their students if it is necessary to leave before students do. Teachers are

expected to be in attendance at monthly staff meetings, PTO activities, and special education meetings. As a contracted employee, it is also necessary to attend some evening events such as promotion.

Teacher Behavior

Staff members should conduct themselves at all times in a manner that will enhance the educational mission of the school. While in the classroom the teacher's behavior would be directed toward instruction, counseling, and preparation. Professional behavior is expected at all times and in all situations.

Teachers should not share, display or circulate any material (verbal or written) which could be judged offensive by any individual or group.

You should use personal social media accounts for personal information. Please be very careful when posting student information or pictures on personal accounts. If you have things to share, we have school social media accounts. Pass me your pictures and I will post them from our school account which will protect you. You should also consider your posts as public record. Any offensive post portrays you individually, but also us as a school. That is the nature of our profession. Keep it clean and keep it classy. You represent the school and our noble profession.

Telephones

All rooms have telephones for use for school business calls.

Personal Cell Phones should not be used during instructional time for personal business.

Disclaimer:

To the extent this handbook conflicts with Board policy, the Board policy prevails.

Early Morning Procedures

ECSE Paraprofessionals and Therapists Assist with students unloading the buses and walking to class. Paraprofessionals stay with class while carline unloads. ECSE Teachers and Therapists Assist with students unloading cars and walking to class. PreK utilizes a rotating schedule to unload cars and students walk independently to class. All staff must be at their assigned area. Students should be greeted before they walk in the classroom and assisted with hallway expectations.

Dismissal Procedures

Classroom Party Dates

The following are classroom party dates. Please plan for parties to be the last 30 minutes of your class before you organize for dismissal. Each classroom will be given a Room Parent that you can delegate as much or as little to. Parents can attend one classroom party per year.

PARTY	DATE	TIME
Halloween/Fall Party	Thursday on or before Halloween	Last 30 Minutes
Santa Day	TBD	TBD
Valentine's Party	Thursday On or Before Valentine's	Last 30 Minutes

Easter/Spring Party	Thursday On or Before Easter	Last 30 Minutes

Parent Teacher Conferences

Birthday Treats and Lounge Duty

Monthly birthday celebrations will be a shared responsibility by all staff. Each staff member has been placed on a monthly list. As your group gets together to plan birthday celebrations, please keep in mind that some of the people on the list are part-time employees and/or are considered part-time in our building.

In addition to birthday celebrations, a responsibility of this committee is to tidy the lounge on the last day of the month. This will include cleaning out the refrigerator and throwing away any unlabeled or outdated materials. It is important that you label any containers you bring to school!!!!

August	
September	
October	
November	
December	
January	

February	
March	
April	
May	

Professional Expectations and Guidelines

- We are professionals. We are expected to conduct ourselves as professionals in our manner, conduct, and speech. If we have a conflict with another professional, we are expected to work it out professionally behind closed doors. If this is not successful, we are expected to ask for help in resolving the issue.
- As professionals, we are responsible for supervising our students in all areas of the school, especially in our classrooms, hallways, and during activities. We use our computers for instructional purposes. Our cell phones are for emergencies only, and should not be used while students are in our classrooms.
- Instructional time is very precious. We are expected to use it wisely and have students engaged in activities that reflect the district curriculum and grade level priority standards. Instruction can be fun, and it can fill time, but it must support student learning and achievement. (see Instructional Guidelines).
- We are expected to notify the office if we are late or if we need to run an errand during the contracted school day.
- Even though we have contracted hours, we are salaried employees. This means that there are times when we are expected to work outside of those hours for the benefit of our students.
- We try to outnumber any negative contacts with parents and students 5:1 with positive contacts. This is easy because there are always so many positives going on around us.
- We are expected to be actively supervising our students while they are in use of district technology.
- If for any reason we must miss a faculty meeting or professional development opportunity, it is our responsibility to meet with the building administrator to get the information necessary to support our learning organization's efforts.
- We are a team. We support each other. We attend team meetings and follow our team norms. We always conduct ourselves professionally. We plan together and manage student learning together as a group of professionals. We stay on the "same page" when creating plans for instruction and assessment. We use student data to make adjustments to our instruction.

- We attend IEP team meetings. We recognize that IEP and 504 plans are legal documents. Regardless of our personal philosophies, we are required to abide by and implement the provisions of these documents as agreed on by the team, including making appropriate interventions, accommodations, and modifications.
- We are conscientious about submitting attendance and lunch count in a timely manner to make the job of the wonderful Ms.Teri much easier.
- Our assignments and activities are meaningful and accurately assess student learning.
- In our desks is a well organized emergency substitute folder filled with learning activities that anyone could follow. This would include a list of classroom procedures, daily schedule, seating arrangements, crisis and emergency plans, and discipline procedures.
- If we need a substitute teacher, we complete a substitute request in Frontline as soon as possible to ensure that we get the best replacement possible for our students. Research indicates that there is no substitute for the regular classroom teacher when it comes to student learning, so if at all possible, we schedule appointments outside of contracted hours. **We call or text the building administrator ASAP if it is an emergency or last minute request.**
- We are willing to communicate questions, comments, issues, problems and concerns to appropriate personnel in a productive, positive, and professional manner. We communicate like adults with one another and ask our administrator for help communicating if we need it. We treat each other with respect when communicating.