

Joseph Stockton Elementary School



Staff Handbook 2012-2013

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MISSION

Stockton School is committed to developing the academic and social growth of all students. All children will be educated and assessed based on their individual needs, using a literacy-based approach that supplements all content areas with math, science, and technology. We are dedicated to continuous improvement through a rigorous curriculum, high expectations, and family and community involvement.

VISION

Stockton school envisions fostering a community of independent learners and leaders who are socially responsible within a culture of positive expectations, mutual respect, collaborations, a safe and supportive environment and community partnerships. All of our students—ELLs, students with disabilities and general education students—will be prepared to meet the challenges academically, technologically, socially, and physically of our ever-changing world.

IMPROVEMENT PLAN GOALS

1. To increase reading performance in all grade levels focusing on Language Arts Skills by providing instruction based on best practice teaching strategies aligned with Common Core Standards.
2. To increase math/science performance in all grades through an integrated hands-on curriculum designed to stimulate higher order thinking skills aligned with Common Core Standards.
3. To instill positive behavior management skills and develop a safe and secure environment. Each student will strive to:
 - **Be Present**
 - **Be Responsible**
 - **Be Respectful**
 - **Always Do Their Best**
4. To support community/parent connections.

EXCELLENCE STATEMENT

Stockton is committed to:

- Creating an environment where our goals are clear, aligned, and consistently advocated by parents, staff and students;

In a way that:

- Increases student achievement in reading, writing, math, and science;
- Expands student's reflections on behavior and its relationship to success;
- Improves communication formats by becoming more purposeful and structured;
- Resolves issues that deter from goal focus by establishing clear policies and procedures;
- Clarifies expectations of staff, administration, parents, and students;
- Includes parents in the educational process;
- Fosters trust among all stakeholders;

So that:

- Stockton is a successful community school through collaboration, maximizing resources, and supportive parents; creating an environment that fosters high academic achievement.

TABLE OF CONTENTS

| | | |
|------------------|--|--------------|
| Section 1 | School Organization..... | 5 |
| Section 2 | School Opening..... | 8 |
| | ▪ Entry/Exit Information | |
| | ○ Bell Schedule | |
| | ○ Inclement Weather | |
| | ○ Student Dismissal | |
| | ▪ Class Lists and Records..... | 9 |
| | ○ Required Forms | |
| | ○ Student /Attendance | |
| | ▪ Textbooks/Library Book Accountability..... | 9 |
| Section 3 | Student Information and Behavior | 10 |
| | ○ Student Code of Conduct/Roles | |
| | ▪ PBIS..... | 10 |
| | ○ Incentives | |
| | ○ Diffusing Behavior | |
| | ○ Office Discipline Referrals/Time out | |
| | ○ Suspensions/Detentions | |
| | ○ Student Supervision | |
| | ▪ Washroom Breaks..... | 12 |
| | ▪ School Uniform..... | 12 |
| | ▪ Bus Program..... | 13 |
| | ▪ Reporting Child Abuse/Neglect..... | 13 |
| Section 4 | School Organization & Management..... | 13-18 |
| | ▪ Attendance | |
| | ▪ Absences/Tardies/Early Dismissals | |
| | ▪ Bulletin Boards | |
| | ▪ Drills | |
| | ▪ Emergency Lesson Plans | |
| | ▪ Emergency School Closing | |
| | ▪ Field Trips | |
| | ▪ Food in Classrooms | |
| | ▪ Information Boards/Memos/Meetings | |
| | ▪ Instructional Supply Fund | |
| | ▪ Keys | |
| | ▪ Local School Council | |
| | ▪ Lunchroom/Recess | |
| | ▪ Intercom Use | |
| | ▪ Passes | |
| | ▪ Playground Rules | |
| | ▪ Processing of Money Collected from Pupils | |

| | | |
|------------------|--|-------|
| Section 5 | Curriculum & Instruction | 18 |
| | ▪ Grade Level Teams..... | 18 |
| | ▪ Grading Policy..... | 18 |
| | ▪ Honors Assembly..... | 21 |
| | ▪ Homework Policy..... | 21 |
| | ▪ Lesson Plans..... | 21-23 |
| | ○ Math Instruction | |
| | ○ Reading Instruction | |
| | ○ Writing Program | |
| | ○ Portfolios | |
| | ○ Report Cards & 5 Week Progress Reports | |
| | ▪ Time Distribution Sheets..... | 23 |
| Section 6 | Staff Information | 23-25 |
| | ▪ Staff Contact Information | |
| | ▪ Accident Reports | |
| | ▪ Classroom Organization | |
| | ▪ Duties | |
| | ▪ Payroll | |
| | ▪ Staff Attendance | |
| | ▪ Visitors | |
| Section 7 | Appendix Documents | |
| | ▪ 2012-13 Rooms and Staff Assignments | |
| | ▪ Auditorium Seating Chart | |
| | ▪ Drills, Exits, and Routes | |
| | ▪ Field Trip Procedures and Lunch Form | |
| | ▪ Lost Library Book Letter | |
| | ▪ Lost Textbook Letter | |
| | ▪ Medication Plan | |
| | ▪ Non-teacher Staff Duty Roster | |
| | ▪ ODR Office Discipline Form | |
| | ▪ Office Bulletin Board Schedule | |
| | ▪ PBIS documents | |
| | ▪ Report Card Checklist | |
| | ▪ Stockton Fax Letterhead | |
| | ▪ Stockton Letterhead | |
| | ▪ Stockton walker pass | |
| | ▪ Student attendance polices and procedures | |
| | ▪ Student Entry and Exit | |
| | ▪ SY12-13 Calendar TRACK R (PDF) | |
| | ▪ Tardy Procedures | |
| | ▪ TEE Teacher Education Exchange documents | |
| | ▪ TIGER LOGO | |
| | ▪ Time Out Pass | |
| | ▪ TURBO Meeting documents | |
| | ▪ Uniform Infraction info and letters to parents | |

Section 1: 2011-2012 School Year Organization

Administration

Jill Besenjak, Principal
 Patty Whitehouse, Assistant Principal
 Cameron Nesse, Engineer
 Tashawana Green, Lunchroom Manager

Office Staff

Main Building

Nohemy Ramirez, Bilingual Clerk
 DeAndre Ross, Security
 Francisco Dieppa, Security

Branch

Gia Baer-Lione, Clerk

EARLY CHILDHOOD/HEADSTART PROGRAM

Child Parent Center Branch

Room

| | |
|----------------|-----------------------------|
| Coghlan..... | Lead Teacher |
| Bailey | Parent Resource Coordinator |
| Garcia..... | Parent Liasion |
| Johnson..... | 101 |
| Blevins, PSRP | |
| Zamarron..... | 102 |
| Taylor, PSRP | |
| Kasserman..... | 104 |
| Jurado | |
| Weiss..... | 103 |
| Martinez | |

ECSE

Room

| | |
|--------------------|-----|
| Lucas..... | 110 |
| Badillo, Singleton | |
| Shortz..... | 111 |
| Vaid, Jusino | |
| Wells..... | 112 |
| Lancaster, Lopez | |
| Masoni..... | 117 |
| Lacy, Silva | |

Kindergarten-5th Grade

| <u>Primary Autism</u> | <u>Room</u> |
|------------------------------|--------------------|
| Ingram-Grant..... | 210 |
| Jones, Lozada | |

| <u>Kindergarten</u> | <u>Room</u> |
|----------------------------|--------------------|
| Woodbury..... | 119 |
| Peters | 122 |

| <u>Grade One</u> | <u>Room</u> |
|-------------------------|--------------------|
| Pesenti, C..... | 121 |
| Rucker..... | 125 |

| <u>Grade Two</u> | <u>Room</u> |
|-------------------------|--------------------|
| Schlesser..... | 217 |
| Jamison..... | 219 |

| <u>Primary Special Education Resource</u> | <u>Room</u> |
|--|--------------------|
| Duffy | 120 |

| <u>Grade Three</u> | <u>Room</u> |
|---------------------------|--------------------|
| Patton..... | 220 |
| Cuddy..... | 218 |

| <u>Grade Four</u> | <u>Room</u> |
|--------------------------|--------------------|
| Simmons..... | 209 |

| <u>Grade Five</u> | <u>Room</u> |
|--------------------------|--------------------|
| Busto-Reyes..... | 212 |
| Bridges..... | 312 |

| <u>Primary/Intermediate Special Education</u> | <u>Room</u> |
|--|--------------------|
| Pesenti..... | 225 |
| Mendez, ESP | |

MIDDLE SCHOOL--Homeroms

| <u>Grade Six</u> | <u>Room</u> |
|-------------------------|--------------------|
| Zajac..... | 308 |
| Mapes..... | 306 |

| <u>Grade Seven</u> | <u>Room</u> |
|---------------------------|--------------------|
| Mathews..... | 305 |
| Black..... | 310 |

| <u>Grade Eight</u> | <u>Room</u> |
|---------------------------|--------------------|
| Balof..... | 305 |

| | |
|--|--------------------|
| <u>Intermediate/Middle School Special Education</u> | <u>Room</u> |
| Pikes | 302 |
| Martin | |

| | |
|---|--------------------|
| <u>Intermediate/Middle School Special Education Resource</u> | <u>Room</u> |
| Harth..... | 304 |

ENRICHMENT

| | |
|----------------------------------|--------------------|
| | <u>Room</u> |
| Physical Education—Imamovic..... | Gym |
| Dramatic Arts—Nelson..... | 202 |
| Music—Henze..... | 203 |
| Art-Wiethop..... | 207 |

SCHOOL RESOURCES and PROGRAMS

| | |
|--|--------------------|
| | <u>Room</u> |
| Case Manager/Counselor--Shoemaker..... | 123 |
| ESL: Cooper | 223 |
| Social Worker-Sloane..... | 307 |
| Speech Pathologist-Sandler..... | T-2 |
| Psychologist-Moore | T-3 |
| Occupational Therapist-Gould..... | 213 |
| Nurse- Perez..... | Nurse Office |
| Computer Lab- Huskic..... | 311/314 |

| | |
|------------------------------|--------------------|
| <u>Parent Program</u> | <u>Room</u> |
| Parent Room..... | 118 |

| | |
|--------------------------------------|--------------------|
| <u>Native American</u> | <u>Room</u> |
| Native American Resource Center..... | 221 |

| | |
|-----------------------------------|--------------------|
| <u>Staff Resource Room</u> | <u>Room</u> |
| Copy Room..... | Teachers Lunchroom |
| Textbook Room..... | 101 |
| Resource Room/Time out/ISS..... | 102 |

| | |
|----------------------------------|--------------------|
| <u>Multi-Purpose Room</u> | <u>Room</u> |
| Faculty/Conference Room..... | 108 |
| IEP/Meeting Room..... | 118 |



Section 2: SCHOOL OPENING

Bell Schedule

7:45 a.m. Teachers pick up students, move to Universal Breakfast Stations

7:45 a.m. Universal Breakfast/Classes begin

7:55 a.m. Tardy Bell

2:45 p.m. Student Dismissal

ECSE

Students will go from the bus to the lunchroom for breakfast.

See Appendix: Classroom Entry/Exit Sheet for entrance doors for each classroom.

Students will walk single file to their classrooms after picking up breakfast. Students who arrive late **must** enter through the Beacon Street Entrance and proceed to the school front desk/office for a tardy pass. Send students back to the office if they come to class late without a tardy pass. **See Appendix: Tardy Procedure for information.**

The Pledge of Allegiance, Calm Classroom, and announcements will begin at 7:55, signaling the end of Breakfast in the Classroom. Clean any food spills promptly, return unopened food to lunch room. Bagged breakfast trash should be placed in the hallway.

Inclement Weather Entry

Whenever inclement weather is called by the administration, staff will direct Kdg-8th students into the auditorium, lunchroom, and/or gym. In compliance with Board Policy, Administration may use its discretion as to whether students should be kept indoors when the temperature is 40 degrees or lower. On occasion, students may be directed to other places in school. Staff will be notified of any changes. **See Appendix: Classroom Entry/Exit Sheet for Inclement Weather seating chart.**

Student Dismissal

ECSE students shall stay with teachers and/or aides while waiting for the bus. All other teachers and students are to remain in the classroom until the 2:45 dismissal bell sounds. Teachers escort students to their assigned exits. Students must be supervised at all times during the exit procedure. **Teachers are to walk their students out the exit door. See Appendix: Classroom Entry/Exit for dismissal information for Car Riders, siblings.**

Note: Construction completion may change the entry and dismissal procedures. Changes will be announced as they occur. Although notes will be sent home highlighting changes for entry and exit, please remind parents about changes in your regular parent correspondence.

Late Pick-ups

Students who are not picked up by 3:00 should come to the office to make a call home, then go to the auditorium to wait for pick up with the aides on duty. At 3:15, students who are still waiting to be picked up will come to the office to call home or other emergency numbers. NOTE: Families must make arrangements for siblings of students involved in after school programs—students may not be left unattended while a sibling is in detention or in an after-school activity.

Class Lists and Records

Check records against class roster to ensure you have a folder for each child in your class. Please forward records of students not on your official roster to Ms. Shoemaker.

Required Forms

Classroom teachers are responsible for collecting the following information::

- **Emergency Form** –Send your set of class emergency forms to the office. We will copy them for the Emergency Form Binder, and return your originals to you. Keep these in a folder, alphabetized, in the top drawer of your desk. Forms should be updated at the beginning of the year, and at parent conferences. ***Please copy the office on any emergency form updates.***
- **Lunch Application** – Stockton is now part of the Universal Lunch Program. All students will be given lunch without payment. Lunch applications are still required for all students
- **Medical Records** – Submit all records to the office so they can be forwarded to the school nurse. All medical records are confidential.

Daily Attendance

Log on to IMPACT (CPS Mail Credentials) and take attendance by 10:00 a.m. daily. It is highly recommended to keep a paper back-up system.

Textbooks

Textbook Accountability

- Number each class set of books, and record the number of the book issued to each student. Students should have the same number for each text book assigned.
- Collect books when students transfer out from Stockton.
- Determine at the end of the first semester and in May which students have lost/damaged books.
- Students are responsible for paying for lost/damaged textbooks. Send a letter home to parents informing them of the cost of the lost/damaged textbook. **See Appendix: Lost/Damaged Textbook letter.**
- If money for the book is not returned, a second letter may be sent. If the second letter is not returned, follow up with a phone call to the parent.
- Send requests for additional books to the office.

Library Book Accountability

Library books may still be checked out, though classroom teachers are responsible for maintaining records of library books. If a student fails to return a checked-out book, remind students to check their desk, locker, and other places at home. If the book is not returned:

- Send home a **Lost Library Book Letter**, listing the title and cost to replace the book. Parents sign and return the letter to indicate that they received the lost book notice.
- If the book or letter is not returned, a second letter may be sent. If the second letter is not returned, follow up with a phone call to the parent.
- The student who lost the book is allowed to check out another book, regardless if replacement payment from the parent was received.
- If the student loses a second book, another letter may be sent home.

- If the book is not returned, the student will not be allowed to check books out of the library. No further consequences or disciplinary actions can be taken against the student. **See Appendix: Lost Library Book.**

Section 3: STUDENT INFORMATION and BEHAVIOR

Student Code of Conduct

Stockton School follows the CPS Student Code of Conduct. Copies of the Code are distributed to staff at the beginning of each school year, to parents during the first report card pick-up, and to middle school students at a school assembly. Additional copies are available in the main office.

Role of the Teachers

The first disciplinarian is the classroom teacher. Every teacher MUST establish and maintain discipline in his/her classroom using appropriate classroom management skills. The teacher can deal with most discipline problems occurring in the classroom. Student misbehavior in the halls or lunchroom is also the responsibility of the classroom teacher. Please create a partnership with another teacher that will serve as a time-out location for students who are repeatedly exhibiting minor inappropriate behaviors, or send students to the security desk for a Time Out.

Role of Administration

The principal and administrative staff members support all appropriate disciplinary actions taken by classroom teachers. Consequences for student misbehaviors will be determined in accordance with CPS *Student Code of Conduct*. Only administrators may suspend students.

Role of Parents

Parents are responsible for working with the school on disciplinary matters and attending all requested conferences.

PBIS

Stockton uses PBIS (Positive Behavior Interventions and Supports) protocol to help students understand and recall expected behaviors. Stockton's PBIS motto is: Be Present, Be Respectful, Be Responsible, and Always do Your Best!

Teachers are responsible for demonstrating, re-teaching, and reinforcing expected behavior in the hallway, auditorium, lunchroom, bathrooms, and their classrooms. All teachers are expected to distribute PAWS to all students as part of the schoolwide incentive program.

Teachers should develop expected behaviors with their students that are modeled on the PBIS School Matrix. Classroom expectations should be positive, specific, and include consequences for actions. These must be posted in a visible area of the classroom. Parents should also be made aware of the expectations. **See Appendix: PBIS Documents for expected behaviors and procedures.**

Incentives

All staff members will be given “Stockton PAWS for Applause” to carry on a lanyard during the school day. PAWS are distributed to any student who is meeting expectations anywhere. PAWS are exchanged for incentive activities or prizes on monthly PAWS days, scheduled by the PBIS Committee. Students who have not been given an Office Discipline Referral will also take part in any other activity on Paws Incentive days.

Middle School Incentive Days

Middle school students follow a check system of behavior. Students who receive fewer than six checks during a month are eligible for a monthly incentive, which will occur the last 90 minutes of the day. Middle school teachers will determine the day and the activities that comprise the incentive.

Diffusing Behavior

When students have difficulty demonstrating expected behaviors, teachers should have a plan for diffusing negative behavior, such as having a calming area in the classroom, giving the student a short break in another classroom, or using calm classroom techniques. **See Appendix: PBIS Documents for managing student behaviors.**

Time Out

Students may need a time out to calm down. Students must have a Time Out Pass with the date, time, and length of time out listed on the pass. Teachers may send students to the security desk for a time out, or send students to another classroom if that is the better calming option. **See Appendix: Time Out pass to print a Time Out Pass, or get copies in the office.**

Office Discipline Referrals

Although teachers are expected to handle most student behaviors, occasionally students may need to be sent to the office when the diffusing plan no longer works, the behavior is intended to do harm, or when the behavior is of a Level 3 or higher in Student Code of Conduct. When student behavior warrants a trip to the office, the teacher must write an ODR (Office Discipline Referral), describing the behavior and attempts to correct the behavior prior to sending the student to the office. **See Appendix: ODR: Office Discipline Referral for forms, or obtain a copy in the office.**

Suspensions

When a student receives an out-of-school or in-school suspension, the classroom teacher is responsible for providing instructional assignments. Parents must be notified before an out-of-school suspension can begin. Students may also serve In-School Suspensions (ISS); teachers are responsible for giving students work to do during an ISS.

Middle School Detention Program

Middle school teachers will issue checks for predetermined behaviors. Students who receive more than three checks in one week will have detention on Tuesday or Thursday closest to the infractions.

- The detention period runs from 2:50 – 3:30 p.m. Tuesdays and Thursdays in Room 108 unless otherwise determined.
- A parent/guardian must be notified before any student serves a detention.

- Middle school students are given a Detention Contract, which is to be signed by parent and student and returned to the homeroom teacher.
- During detention, students must complete a Detention Reflection Form.
- Detention supervising teacher should take attendance of detention attendees in the Detention book and collect the Reflection forms.
- Homeroom teachers are responsible for reviewing the detention information to share with parents.
- Students may NOT participate in after school sports on the same day they serve detention.
- Siblings of students serving detention may NOT wait in the office or be left unattended while detention is being served.

Student Supervision

Students **MAY NOT** be left unsupervised at any time. Students must not be sent out to the hallway for misbehaving without adult supervision. If you need to leave your classroom in the case of any emergency, ask a neighboring teacher to supervise your class. The neighboring teacher should notify the office if the duration of your emergency is more than 5 minutes. Teachers should never be alone with one student at any time. Students who leave the room for any reason **MUST CARRY A HALL PASS**.

Washroom Breaks for Students

- Teachers must provide students with two supervised washroom breaks per day. Teachers are encouraged to take the first break **BEFORE** lunch to allow students the opportunity to wash their hands before eating.
- Classrooms on the 1st, 2nd and 3rd floors will use the bathrooms on their floor.
- Students should be sent to the washroom with a room pass **ONLY** in an emergency.
- There can be only one classroom using a washroom at any time. Other classrooms should not be waiting for a turn in the hall.

School Uniform

Stockton School students are required to wear white tops and blue bottoms (Stockton School colors/uniforms) to school each day. Alternatively, students may wear Stockton shirts or sweatpants/sweatshirts. Students will be asked to remove hoodies and baseball caps when they are in school.

Stockton's Dress Code was approved by the Local School Council and was updated by Stockton staff in 2009. The Dress Code is in writing and is distributed to all parents with the principal's opening letter and parent handbook.

Student hairstyles and earrings cannot be regulated unless there is an objective factual basis to substantiate your belief that the hairstyle may be substantially disruptive to the educational process. The same rule applies to all clothing.

Dress Code Infractions

Stockton follows the CPS guidelines for giving consequences for failing to follow Stockton's Dress Code. As stated in the Student Code of Conduct, "...students who fail to abide by a school's uniform policy may not be given in-school or out-of-school suspension

or detention or otherwise be barred from attending class. However, students who fail to adhere to such policies may be subject to the loss of extracurricular activities.”

It is the responsibility of homeroom teachers to support Stockton Dress code. Teachers may use class incentives, distribute PAWS to students wearing uniforms, and may send letters to parents to encourage wearing uniforms. **See Appendix: Uniform Infraction Info and letters to parents** for additional information.

Bus Program

Children who ride the school bus to and from school are not to be marked tardy if the cause of that tardy is due to delayed bus service. If bus service is suspended and the student attends his/her neighborhood school for the day, the student is NOT marked absent at Stockton. Students ARE marked absent if they do not attend any school on a day with suspended bus service. Bus students MUST BE dismissed from class promptly and go immediately to the North Beacon Street exit to get on the bus. Stockton staff will be on duty at the bus departure area to expedite student boarding and bus departure.

Students scheduled for school bus service are required to board the bus at the end of each school day. A written request signed by the parent MUST be given to the school office if there is a change in the regular travel plans of the student. This written request must have a daytime phone number where the parent can be reached for verification. If a valid request is received, the students will be dismissed with all other students at 3:00 p.m. The office will notify classroom teachers if any student is not scheduled for the bus.

Reporting Child Abuse or Neglect - 1-800-25-ABUSE

All school personnel are mandated reporters. A school employee who first learns of an allegation of child abuse MUST immediately notify the Department of Children and Family Services (DCFS). School employees making a report may notify the school principal as a professional courtesy, but it is not mandated. *Staff members' main responsibility is to report allegations or suspicions of abuse, not to investigate. DCFS will investigate and inform the school of its findings.*

Section 4: SCHOOL ORGANIZATION AND MANAGEMENT

Attendance Book

Teachers must take attendance daily in IMPACT. If IMPACT is not working, teachers should record attendance on paper and send it to the office.

Absences **See Appendix: District Attendance Letter for Policies and Procedures.**

Chicago Public Schools accepts only four reasons for excused absences:

1. Illness
2. Death in the family
3. Family emergency
4. Observance of a religious holiday

Tardies

Students who arrive after the 7:55 a.m. entry bell must obtain a tardy slip from the front desk/main office. Teachers may request a parent meeting of students who are chronically tardy to discuss an action plan. Students that arrive after 9:00 a.m. will be marked with a half-day absence. **See Appendix: Tardy Procedures for more information.**

Early Dismissal

Students may have an early dismissal due to illness. This will occur after the office contacts a parent/legal guardian and that individual has arrived at school. If the ill student has been sent back to the classroom, he/she will be called to the office for dismissal.

Parents may request an early dismissal for other reasons. The parent must report to the office and complete and sign an Early Dismissal Log. Office staff will ensure that the person is the legal guardian and has the right to remove the student. Office staff will contact the classroom teacher and ask for the student to be sent down for an early dismissal. **Do not release students to any parent or guardian before regular dismissal time if this procedure has not been followed. No student should be allowed to leave without direct consent from the office.**

Bulletin Boards in Main Halls

All boards must be complete by the first school day of each month. Grade levels are assigned a permanent bulletin board. Assignments for boards are posted in the lower right hand corner on each board. Classroom displays should include original student work in a variety of subject areas. The office bulletin board is assigned to a different grade level each month. Teachers at each grade level are responsible for putting up the office board at the beginning of the month, and removing their board at the end of the month. **See Appendix: Office Bulletin Board Schedule for this year's assignments.**

Drills

Shelter in Place (Severe Weather)

The signal for a disaster drill consists of continuous short rings of the school bell OR an announcement on the intercom. You should leave the classroom doors closed with shades closed. Proceed silently to the disaster station assigned to your room. Students are to face the wall and may cover their faces with their hands. Line up students 2-3 deep if necessary.

Law Enforcement Drill (Lockdown)

Lock the room doors and turn lights off. Bring any student into your room that may be in the hall during the drill. Take attendance. Move students from windows to the side of the room so the room appears vacant, and remain silent. Wait for the all clear sign.

Evacuation (Fire Drill)

When the fire alarm buzzer sounds, the following procedure will be followed:

- Students line up and exit in single file.
- *Teachers are to take their Monthly Homeroom Roster Sheet.*
- Teachers are to assign one student to check to see that all other students exit, and close the classroom door.
- Clear the building in an orderly manner using the assigned staircase/exit route.
- Take attendance after exiting. Report any missing students immediately.
- Wait until the bell rings indicating all is clear and return to the building is safe.
- **If students are in enrichment during a drill the homeroom teacher should take his/her attendance book and meet the class outside.**

Exits and Routes

- *NOTE: Assigned exits will vary during construction. Be aware of changes during the year. **See Appendix: Drills, Exits and Routes Sheet for current information.***

Emergency Lesson Plans and Substitute Teacher Folder

Emergency 3-day lesson plan packets and Sub Folder must be kept in the office or in the classroom. Each packet should include complete lesson plans for each day, which are generic and applicable in the event of an unanticipated absence/tardiness. These plans should be updated periodically, and replaced ASAP when they are used.

The Sub folder must include:

- Classroom schedule and procedures
- Seating Chart
- Daily Attendance Sheet
- Any emergency student info, including lists of student medical conditions.
- Names of bus students and dismissal instructions
- Lists of students involved in any special programs or assigned monitor duties.
Indicate when and where students go and/or any pick-up and return procedures.

Teachers should create more specific plans for subs in the event of a planned absence, which can be emailed to the office or left in the classroom.

Emergency School Closing

The Chief Executive Officer may decide that an emergency closing of the school system is necessary. Once the decision has been made, the information will be given to various radio and television stations. Employees are asked to tune in to the radio or television for updated information and monitor media outlets whenever weather is threatening to determine if the school is closed.

Field Trips

Completed on-line field trip applications must be submitted to the main office at least **two weeks** prior to the field trip. Teachers will be notified as soon as the trip is approved by CPS so that plans can be finalized. **See Appendix: Field Trip Procedures and Lunch Form for other important information regarding field trips.**

Food in Classrooms

The City of Chicago Health Department and the Chicago Public Schools will continue to make surprise visits to schools to evaluate cleanliness. Everyone should comply with the food rules to ensure that Stockton and the lunchroom pass inspections.

- No food should return to the cafeteria from the classroom from Universal Breakfast unless it is in a sealed container. Food for parties or other events can be stored in the Teachers Lunchroom refrigerator.
- Students may not store any food in the classroom. Any food stored by the teacher must be kept in sealed containers.
- Food is currently allowed in classrooms during the school day (pizza parties, birthdays, snacks, etc.). After eating, the classroom must be cleaned thoroughly and all food waste placed in one waste container.

- Beans, rice, and seeds used for counting, planting and art projects, are also food items! Keep these in sealed containers.

Information Boards/Memos/Meetings

Information Distribution

Notices will be written on the whiteboard in the office. Information will be e-mailed to you. It is very important to **check your CPS email daily**.

Grade Level Meetings

A weekly schedule for grade level meetings will be created during the first week of school. Meetings will focus on student growth, and will follow the “turbo meeting” format. Teachers will be responsible for planning and running the meetings once the plan has been set. **See Appendix: TURBO Meeting documents for a turbo meeting form and other info.**

Instructional Supply Fund

CTU funding

Classroom teachers are allocated \$100 through the CTU Collective Bargaining Agreement to purchase supplies for instructional use.

- You will be given a copy of the CTU Reimbursement form.
- Submit your receipts with the reimbursement form. Funds are available immediately, and will be direct deposited to your bank account.
- ***Any instructional supply money not spent by May 31 will be transferred to the general school account for school purchases.***
- CPS will not reimburse sales tax. Use a tax exempt form. Request one from the office.
- Do not combine personal purchases with tax-exempt school purchases on one bill.
- Teachers may combine supply stipends for a larger shared purchase.

Keys

Each staff member is responsible for hanging his or her key at the end of each day. Staff members may purchase an additional copy of their classroom key for \$1.00.

Local School Council (LSC)

The LSC holds regular monthly meetings. Notice of meetings and agendas are posted outside the office 48 hours in advance of the meeting. All staff, parents, and community members are invited to attend LSC meetings. Teachers may communicate with LSC members personally or by placing notes in their mailboxes located in the front office. Minutes of all LSC meetings are maintained by the LSC secretary and are available for public review. The LSC Teacher Rep will post minutes on the bulletin board in the Teachers’ Lunchroom.

Lunchroom

Lunch Envelopes and Forms: Stockton is now part of the Universal Lunch Program. All students will be given lunch without payment. All parents need to complete the lunch forms and return them to the office.

Full School Day Lunch and Recess Procedures

- Teachers are encouraged to take students for a washroom break before lunch.
- Teachers escort students to lunch in an orderly manner at the designated time, and direct students to line up at their designated door.
- Lunchroom duty staff will supervise students in the hall when lunch time begins, then actively supervise students in the lunch room.
- After 20-minutes, students can move to their 25- minute supervised recess. NOTE: Recess will be outside unless directed by Administration. Students should bring outerwear to lunch unless otherwise noted.
- Teachers should pick up their students from outside or designated indoor recess rooms when their 45-minute lunch/recess time ends.
- Teachers should remind/reteach hallway and lunchroom expected behavior throughout the year. Lunchroom staff can distribute PAWS during lunchtime.
- **See Appendix: Field Trip Procedures and Lunch Form for Info about lunch on Field Trip days.**

NOTE: Recess activities may change throughout the year as per plans created by the Recess Committee.

Intercom Use

Unless absolutely necessary, the intercom will only be used in the morning at 7:55 a.m. and 2:35p.m. for Stockton School announcements.

Passes

- **When students are not with a staff member or parent, they must have a pass when they are moving from one place to another in school. It is the teacher's responsibility to ensure this policy is followed.**
- Teachers may choose to have students walk with a partner.
- Students may carry an "official" room pass, or a note indicating the student's name, date, time, and destination.
- If a student does not return from an assigned destination in a reasonable period of time, or if a student leaves the room without permission, notify the office immediately.
- Any staff member or parent volunteer who sees a student in the hall may ask to see the student's pass. If the student does not have a pass, the staff member should walk the student to security or back to their classroom.
- Students should always follow expected hallway behavior, which should be reviewed/retaught throughout the year. Students found in the hallways who are not following expected behavior will be escorted to their classroom where appropriate consequences will be given by the classroom teacher.

Playground Rules

The playground area will continue to be restricted during this year's construction. Please ensure the safety of all students by reviewing and reteaching playground expectations.

NOTE: Basketballs or other sporting equipment may be used outside at teacher discretion. Any items that go over the construction fence must be retrieved by the engineer or other custodial staff. **Students MAY NOT enter the fenced-in construction area AT ANY TIME.**

Processing of Money Collected from Pupils

All money collected from students for school activities or fund-raising activities MUST be deposited at the office on the day it is collected. Teachers will be issued a receipt for money received. Staffs members who collect money from students must use one of the methods below:

1. When amounts of money collected is less than \$20, use a “Payer’s List” to record the name and amount collected from each student. All money collected by teachers must be receipted by the school clerk daily. ***Teachers should never keep money unattended in the classroom.***
2. Staff may request a “Teacher Receipt Book” from the office. This book will be used to issue receipts to individual students for the amounts paid. The receipt book and money collected must be given to the clerk who will issue a receipt for the total amount. The receipt book will be returned to the staff member during the period in which money is collected. When the receipt book is completely filled, or the money collection period has ended, the book must be submitted. A receipt book MUST be used for all 8th grade graduation activities *and when collecting amounts over \$20.*
3. All fund raising activities MUST be submitted to the principal for approval using the **Fund Raising Form** at least **2 weeks prior** to the beginning of the activity.

Section 5: CURRICULUM and INSTRUCTION

Grade Level Teams

Teachers are encouraged to use common planning time for ongoing grade level discussions. Grade Level Teams will meet weekly with Administration to discuss student growth. After the meeting plans have been established, it is the teacher’s responsibility to create an agenda and run the meetings.

TEE Time

Teachers will have an opportunity to observe and exchange ideas with each other during the year as part of the Teacher Education Exchange (TEE) Times. **See Appendix: TEE Teacher Education Exchange documents for more information and procedures.**

Grading Policy

The grade book is an official document that must be maintained on a regular basis by all classroom teachers.

The scale is based on the following rubric:

A = Exceeds Standards 90% - 100%

QUALITY – Masters fundamentals thoroughly and exceeds expected standard of progress in daily work.

QUANTITY - Does all assigned work and is willing to do enrichment and independent activities.

INTERPRETATION AND APPLICATION – Learns facts and principles and usually applies them to new and unfamiliar situations.

CLASS PARTICIPATION – Assumes an active and alert role in all learning activities.

B = Above Standards 80% - 89%

QUALITY – Meets expected standards and shows a good grasp of fundamental skills in daily work.

QUANTITY - Does all assigned work.

INTERPRETATION AND APPLICATION – Shows ability to retain and apply facts and principles to most situations.

CLASS PARTICIPATION – Participates in most learning activities.

C = Meets Standards 70% - 79%

QUALITY – Performs at minimum expected standards and shows understanding of skills in daily work.

QUANTITY - Does most assigned work.

INTERPRETATION AND APPLICATION – Retains and applies facts and principles in some situations.

CLASS PARTICIPATION – Participates in some learning activities.

D = Below Standards 61% - 69%

QUALITY – Performs below expected standards and shows limited understanding of skills in daily work.

QUANTITY - Does limited amount of assigned work.

INTERPRETATION AND APPLICATION – Demonstrates difficulty in retaining and applying facts and principles.

CLASS PARTICIPATION – Participates in learning activities on a limited basis.

F = Does Not Meet Standards 60% or below

QUALITY – Works much below expected standards.

QUANTITY - Does not complete or seldom completes assigned work.

INTERPRETATION AND APPLICATION – Does not retain and apply facts and principles.

CLASS PARTICIPATION – Does not participate in and may resist participating in learning activities.

Grade Book & Report Card Review

At the end of each quarter, turn in any failure notices, remediation plans along with the Report Card Checklist. Report cards will be reviewed online by Administration. Awards will be generated for teachers to complete and distribute during the Honors Assembly. Principal's Honor Roll students will have a pizza lunch following the Honors Assembly.

Bilingual Program Students

If a student is unable to fully participate in English language instruction, consult with Ms. Cooper regarding appropriate instructional modifications and grading procedures. Teachers will be trained on the SIOP instructional tool to help instruct ELL students.

Specialized Services

All grades on the report card reflecting a significantly modified curriculum should be coded with (S). Consult with the Case Manager or the student's Special Education teacher to make sure the modified grade correlates with the child's IEP.

Kindergarten

Kindergarten teachers use symbols to describe the level of development of skills. Teachers may use one evaluation chart per student per quarter to record the date and grade for each skill or they may record the observations in the grade book.

Grades 1 – 8

All Subjects

One grade per week is required based on major assignments, (in-class projects, activities, reports, etc.) which must reflect student's work that week, PLUS at least 4 test/assessment grades per marking period. (Total = 12 grades per quarter)

Enrichment Classes

Physical Education, Music, and Library teachers will provide grades each quarter based on 8 assessments and/or major assignments.

Students with Disabilities

Teachers must become aware of student's IEPs within the first week and begin incorporating the modifications listed in the IEP during that time. These modifications should also be recorded in weekly lesson plans. The impact of the modifications will be valuable information used at the student's next IEP review.

Students with disabilities who receive services in a regular classroom setting should be provided with instructional modifications, as appropriate, consistent with each student's IEP. Instructional modifications may include the assignment of fewer spelling words or math problems, etc. The assignment of a grade for a student should reflect that student's level of success given the expectations for the student and the modification(s) allowed. Additionally, a student could be graded on completeness, group cooperation, separate components of activities and accuracy. When a student's instruction has been modified, the grade on the report card should be followed by an asterisk (*) and footnote stating "modified instruction".

Decisions regarding a student's need for instructional modifications must be made and documented at an IEP meeting. Documentation of instructional modifications must appear in Section, "*Required Modification of Regular Education program, Adaptations, or Special Equipment, etc.*" This section appears on the IEP form on page three.

Communication between regular and special education teachers must be ongoing to ensure a team approach to educating students with disabilities. When a regular and a special education teacher share responsibility for the instruction of a student with a disability, grading must be collaboratively determined. The instructional modifications that must be implemented in the classroom setting should be discussed regularly and modified as needed pursuant to the IEP process. It is anticipated that students with disabilities will not fail given appropriate instructional support and modification.

Honors Assembly

To celebrate and encourage commitment and dedication at Stockton School the following quarterly awards will be presented:

- Principal's Honor Roll— 1st- 8th grade students will receive this award by earning A's in every subject.
- Honor Roll— 1st- 8th grade students will receive this award by earning a B or better in every subject.
- Perfect Attendance— K- 8th grade students will receive this award if they have no absences or tardies for the entire quarter. (Absences due to religious holidays are the only exception.)
- Citizenship Award- Kdg-8th grade students will receive this award for demonstrating exemplary behavior and consistently follow classroom and school rules.

Homework Policy

Chicago Public Schools mandate that homework be assigned daily to students. Homework is a sequence of well-planned, meaningful assignments for completion during out-of-class time. The specific amount and frequency of assigned homework is generally based on student needs, interests, and the content of the instructional program. As per CPS, students should be given homework within the following time guidelines:

Kindergarten—15 minutes per day

Grades 1-3—30 minutes per day

Grades 4-6—45 minutes per day

Grades 7-8—90 minutes per day

Lesson Plans

Teachers are required to electronically submit weekly lesson plans every other week. All teachers are expected to plan for each lesson each day and maintain their own lesson plans. These plans will be reviewed during informal and formal observations. A template for lesson planning is available online. While use of the template is not mandatory, lesson plans must be submitted electronically on Monday, and the information on the template is required to be included.

Inclusion teachers have the responsibility to modify instruction for students with IEP's and to make other accommodations as required. *Special Education teachers should participate in the creation of lesson plans and will also develop modifications as required or necessary.*

Math Instruction

Students will be taught mathematics at grade level. Kdg-5th grade use *Everyday Math* and 6-8 use *Connected Math*. Select 8th grade students will receive Algebra instruction. All teachers in grades 1-8 should also use appropriate supplemental math materials to differentiate as needed and support Common Core objectives. Teachers should provide the suggested number of minutes of math instruction weekly. Kindergarten teachers are expected to incorporate math during the day to accommodate the age or special needs of students.

Reading Instruction

Teachers are expected to use the Harcourt-Storytown basal as a resource, but are encouraged to use additional sources of literature for their students to support the Common Core Objectives. Professional development on small group instruction at differentiated levels, such as Daily 5, will be provided during the school year. Middle School teachers will teach reading and language arts in separate blocks.

All teachers will be observed by the principal/assistant principal on an ongoing basis to constantly improve the level of instruction occurring in the classroom.

Writing Program

The overall goal in written composition is to have students participate and understand the writing process and well as to use writing to improve learning. The process objectives include: rewriting, drafting, revising, editing, proofreading, final copy, sharing and publishing. Teachers should use the Lucy Calkins Writing Program in Grades K-5. Middle school Teachers use My Access. Supplementing the writing program is encouraged to support Common Core objectives and to differentiate instruction.

Portfolios/Rtl

Teachers should collect and retain work samples in the portfolios that will be able to show student growth. The best types of portfolio entries are assignments or projects that are repeated throughout the school year like writing, extended response, running records, etc. Those will best show a student's current level and progress. The quarterly assessments should also be included in the portfolios.

Portfolios are ideal tools for leading parent conferences and teaches are encouraged to experiment with student led conferences. This communicates more important information to parents than a grade. Portfolios provide students with an opportunity to self-evaluate and reflect upon their own growth, whether this is done for a conference or not. Portfolios should be used for students in Tier 2 and Tier 3 Rtl.

Report Cards & 5 Week Progress Reports

Students receive report cards at the end of each quarter. Teachers are responsible for completing the cards and submitting them for review per the schedule each quarter.

Students in grades K-8 receive a progress report at the 5th week of each quarter. Five Week Progress Report Forms will be provided by the main office and will be reviewed. Teachers, who anticipate a student failing one of the other areas, **MUST** enter a progress report grade of F in that area and complete a remediation plan as part of Rtl.

Students who are in danger of failing to meet the promotion/grade level criteria should be provided a remediation plan as part of Rtl. Interventions should be implemented using a number of alternative strategies to meet students' needs, and recorded and evaluated during grade level meetings. This procedure includes a parent conference and mutual agreement regarding intervention strategies that will be used to prevent failure. Students should not fail based on one missed project in the last two weeks of a quarter.

Time Distribution Sheets

Students receive 375 minutes of instruction daily (plus 45 minutes for lunch and recess). The Time Distribution Sheet should be finalized and submitted by the end of the second week of school. Use the template on the school's forms page to you. Approved Time Distribution sheets must be posted in each classroom.

Section 6: STAFF INFORMATION

Staff Contact Information

Each staff member is to complete an information sheet and turn in to the office. Note allergies or medical conditions on back, in event of emergency.

Accident Reports

In the event of an accident (however slight) that occurs to a CPS employee while on the job, the employee must call in an accident report, and create an Injury Report in Verify. This procedure is followed even if there is no apparent injury at the time of the accident.

When a student or visitor experiences an accident on school premises, on the way to or from school, in any activity sponsored by the school, or as a passenger on an authorized bus, an injury report must be completed in Verify by a certified staff member who witnessed or first became aware of the accident. It is not staff's responsibility to determine the severity of an injury. All injuries must be reported to the office and **parents must be notified**.

Classroom Organization

An effective classroom requires careful organization and planning of the physical environment and the daily routines and procedures. The environment communicates teacher expectations and serves as a teaching tool. Some suggestions and requirements:

- Scenery or displays hanging from the lights are not allowed due to fire regulations.
- Discard old/faded posters and displays. Display **ONLY** materials used for current instruction. **Emphasis should be placed on displaying student created work and instructional tools.**
- Positive classroom rules supporting PBIS expectations must be established and clearly communicated to students, then posted in the room. Daily routines must be taught to students during the first weeks of the school year.
- A copy of the following items must be posted in each classroom in a visible location:
 - Classroom Rules
 - Fire/Disaster Drill Procedures
 - Master Schedule
 - Time Distribution Sheet
 - Dress Code

Also posted should be:

- Displays of student writing in accordance with the writing program
- Evidence of Differentiated Instruction (Learning Centers, multi-leveled texts, student choice, manipulatives, multiple groupings, Daily 5 structure, etc.)
- Bulletin boards with authentic student work that reflects current topics covered in class.

Duties

Some teachers as well as the Educational Support Staff are assigned regular duties including AM/PM and lunchroom duty assignments. While on duty, staff members are expected to actively monitor students, circulate through the assigned area and refrain from any activity which distracts their attention from the students. Staff members are expected to notify the office if they will be late or unable to perform duty assignments. *Staff who fail to report for duty are subject to disciplinary action, staff can be held personally responsible for accidents that occur in their duty location if they are not present. **See Appendix: Staff Duty Roster for the schedule.***

Payroll

All employees will swipe in and out each workday. Failure to do so will cause payroll errors and delay payment of days worked. Any overtime/extended day pay must be approved by administration prior to working those hours.

Cause of Absence/Missing Swipe Form

A Cause of Absence form must be completed accurately for each day absent. These forms are legal documents and must be signed by the employee and certified by the Principal. A Cause of Absence should be submitted upon returning to work. If a form is not submitted prior to the end of a payroll period, the day will be entered as an O day and will be restored on a subsequent payroll correction after the form is received.

Staff Early Dismissal Request Form

Non-emergency early dismissals must be requested at least 48 hours in advance. This form must be completed fully and should be used any time a staff member requires an early dismissal, including after-school duties.

It is the responsibility of the employee to personally complete all of the required information on the above mentioned forms and submit them to the principal

Teachers

School hours for teachers are from 7:45 a.m. until 2:45 p.m. Since students schedule is the same as the teachers' schedule, it is essential that teachers are on time to pick up students at the beginning of the day. Grade level meetings will be held during one of the weekly preparation periods.

Teachers receive five duty-free preparation periods per week when students are in enrichment classes. One preparation period is principal directed. Classroom teachers must escort their students to and from all enrichment classes in a timely manner unless otherwise required.

Staff Attendance

Unanticipated Absences

- Notify the school PRIOR to the start of the workday. Specify the type of day you are taking; A for illness, PB for personal business, or O for a day without pay.
- Teachers are required to call Sub Center (773-533-1080) as early as possible in order that a substitute teacher may be sent to the school prior to student arrival.

- Notify the school of a return date either at the time of reporting an absence or by 1:00 PM that day. A substitute will be retained if you do not report your return date.
- *It is the teacher's responsibility to have an updated Emergency Lesson Plan Folder in the main office with 3 days' worth of activities.*

Late Arrival

When you call to report tardiness, indicate your anticipated time of arrival and the reason you will be tardy.

Anticipated Absences

Notify Nohemy (School Clerk) for any anticipated absence at least 24 hours in advance and fill out the absence form. Follow these procedures for anticipated absences:

- Indicate the type of day you will be taking: PB, A, or O
- DO NOT call sub center unless directed to do so. The office will locate a substitute.
- You DO NOT have to call the school to report your absence for a day requested using the Absence Form in advance.
- Leave the day's lesson plan available on your desk or in the office.

Meeting During School Hours

If you have the principal's approval to attend a meeting outside of Stockton during school hours, you must use the following procedure:

- Sign out and indicate on the calendar MEETING instead of A, PB or O.
- If you are attending an all-day conference, indicate CONF on the absence form.
- Leave the day's lesson plan available on your desk or in the office.

Visitors

All visitors to Stockton MUST stop at the office for a pass before visiting any part of the building. **There is no exception to this rule.** Parents should wait outside for their children at dismissal time, or wait in the auditorium during inclement weather.

When a parent reports to the office during the school day to visit a teacher, the office will consult the schedule for availability. If this is a scheduled meeting, or if you are available to speak with the parent, the office will notify you. If you cannot see the parent at that time, please contact the parent promptly to schedule a conference date.

*Students may not have visitors. Siblings who are not current students may not visit or stay with Stockton students during, school. **Any exceptions require principal permission..***

Any staff member who wishes to accept a student for service learning hours must get approval from administration prior to accepting the student. Once approved by administration, the teacher must submit a list to security and the office of the date, time, and hours of service learning. Former Stockton students who are not on the approved service learning list will be turned away prior to 2:45pm.