

Clarke Elementary School Staff Handbook 2023-2024



309 Mount Carmel Church Road
Henderson, NC 27537
(P) 252-438-8415
(F) 252-438-6193

Administration
Dr. C'monee' Wilkins, Principal
Mr. Dan Sandlin, Assistant Principal

This staff handbook has been designed to provide information necessary for the entire academic school year. You are responsible for all content and following all expectations. In addition, there are several important dates in this document. Please maintain a professional calendar to ensure meeting all deadlines in this document. If you have any questions, please do not hesitate to ask your grade/dept School Improvement Team representative or an administrator.

Our Mission

Clarke Elementary School will provide a safe and orderly environment where students receive rigorous and engaging instruction while understanding that every student is different and must be challenged to work to his/her greatest potential.

Our Vision

To strive to educate the whole child so that he/she develops mentally, physically, emotionally, and socially.

Our Values

Clarke Elementary School values growing a community of diverse and unique individuals with an academic focus on success through challenging and progressive child-centered educational programs.

Our Goals

To use data to drive instructional decisions and academic rigor
To build significant relationships with all stakeholders
To develop a support system that will address a student's social and emotional development

Clarke School Pledge

I pledge allegiance to my class and the principles for which it stands. I can learn anything I set my mind to. My teachers and classmates will support me. If I do my very best, I will succeed in life. I must try at all times to do those things that will make me proud of myself. **(All students should learn this pledge)**



2023-2024

School Motto

**Every Child, Every Chance,
Every Day**

2023-2024 School Calendar

To stay updated on the most current information regarding CES events and meetings, please ensure you have added our CES calendar to your Google calendar, as that will be the main source of accessing dates. This calendar can be accessed using the CES Intranet site [HERE](#).

Staff Policies and Procedures

Professionalism

- Adhere to the Vance County Public Schools' Board Policies and Bylaws
- Adhere to the legal and ethical guidelines from Vance County Public Schools
- Model professional demeanor and positive interactions with all stakeholders
- Respect the diversity of ethnicity, race, gender, and special needs
- Know your craft and attend professional development opportunities to acquire and refine educational practices
- Serve on school and district committees as needed
- Be organized and prepared for teaching

Supervision of Students

Students should not be unsupervised in classrooms at any time. A teacher, instructional assistant, or other staff member should always be present. Should an emergency arise, ask another staff member for assistance. Restrooms, the cafeteria, the gym, the playground, and the classroom must be supervised at all times. **Any scholar who leaves the classroom must have a pass, even to go to a neighboring classroom.** All teachers should be able to account for how long a student has left a classroom.

Student Safety and Supervision

As an employee of Vance County Schools and representative of Clarke Elementary School, you must conduct yourself professionally at all times. It is important that parents see you before, during, and after school. Staff members are encouraged to make a conscious effort to attend as many school functions are possible and should always strive to go above and beyond in scholar and parent interactions. **Each staff member must attend at minimum at least two events this academic year.**

- It is the expectation, during **morning arrival**, all classroom teachers **MUST** be standing on their threshold to greet students as students will enter the building beginning at 7:30 am.
- It is the expectation, during **afternoon dismissal**, all staff members **MUST** be at their assigned duty post. All classroom teachers assigned to bus duty **MUST** walk their bus riders outside to buses to ensure scholars are on the correct bus, allowing visibility to ensure all scholars leave campus safely and promptly. Then report to the car rider section to assist grade-level colleagues with dismissal.

- Staff members assigned to car riders must ensure their scholars can hear their names to report to the correct cones for dismissal safety. It is the expectation for staff members assigned to specific cones to assist with opening doors for our scholars.

DCS- Department of Children Services

All staff members must immediately report all instances of suspected or alleged child abuse or neglect to the Department of Child Services. If a staff member suspects child abuse or neglect, they should immediately note the school social worker Mrs. Toni Harrell-Terry and the principal. Remember, we do not investigate; we report! See VCS Policy Code: 4240/7312

Expectations For Staff

The information summarizes expectations held by Clarke Elementary School administrators for all our staff members. These expectations serve as a reminder and guide that we, like our students, must be held accountable and responsible for our actions to create a safe and positive learning environment at CES.

Daily Work Schedule

The workday is from 7:30 AM-3:30 PM. All staff should be on campus and ready to receive students by 7:30 AM. In the event late arrival and/or early dismissal is required, staff should contact administration via call or text: 252-722-1506 (Dr. Wilkins). You must also notify your grade-level team lead.

- Be on time for scheduled or announced meetings
- Remain in the building until the designated time to leave, 3:30 pm.
 - At times staff may be required to stay later for meetings and should make the necessary arrangements to be a full participant in meetings that are scheduled in advance.
 - Notify Dr. Wilkins if you need to leave a meeting earlier in the event of an emergency.

TimeKeeper

As VCS employees, we are responsible for clocking into TimeKeeper daily. The best practice is to sign in before the day gets started. Optional teacher workday dates are

posted on the staff GOOGLE calendar. Leave requests are available [HERE](#). *Please fill this out before placing the leave request anywhere else.*

Non-Student Days (i.e: Teacher Workdays):

During optional student work days, staff should report to work by 8:30 AM. Upon arrival, please sign in to TimeKeeper. Working from an alternative site may be an Inclement Weather option, depending on VCS adverse weather guidelines. Extenuating circumstances are to be approved by an administrator in advance.

Leadership

It is the responsibility of each one connected with Clarke Elementary School (CES) to help develop a pleasant situation in which to teach and to help develop the best school obtainable. This can be done only when all staff members are working together for the good of the school as a whole and are assuming responsibility in any situation which arises. We must also think about leadership and strive for high standards and expectations for students and positive communication.

Responsibilities of all CES staff:

1. Commitment to the continued success of CES schoolwide
2. Provide specific input (based on knowledge from colleagues) on direction and changes in school-wide initiatives.
3. Provide leadership for school-wide progress, and contribute to a positive school culture and overall growth of our students and staff.
4. Regularly review summative and formative data trends
5. Provide specific data-driven input for school improvement
6. Monitor and review discipline data, attendance data (staff and student), and culture data
7. Input on school-wide professional learning initiatives
8. Communicate effectively with colleagues and actively listen
9. Participate in, provide, and facilitate professional learning

10. Emergency Absences From Work

You must contact Dr. Wilkins and enter your absence [HERE](#) if you need to be absent from work. **Please call Dr. Wilkins first**; she can be reached at **252-722-1506**.

- **Monday-Friday**, call between the hours of 5:30 am -7:00 am. The earlier, the better to ensure that we have adequate supervision. Please place the absence in TimeKeeper.
- **Saturday or Sunday**, please call, email, or text any time after 9:00 am and before 9 pm.
- If this absence requires emergency plans, please ensure that plans are updated upon your return. If you have other lesson plans you intend to use, please notify a grade-level

peer of your absence and plans for them to assist the substitute. A leave form should be submitted to Dr. Wilkins upon your return to work.

IMPORTANT NOTE: Employees that accumulate over five absences on student days during the year may be required to provide the administration with a doctor's note after the 3rd absence from work. Staff will be notified in writing if/when they reach five absences on student days. Professional Leave opportunities are not included. Those are considered workdays, whether or not students are on campus.

Planned Absences From Work

All absences must have prior approval from an administrator. If you plan to be absent from work, you should submit a leave request for administrator approval at least 24-48hrs before the absence. The Leave Request Form is available [HERE](#). Print, complete, and submit in a timely manner. Please place the absence in TimeKeeper.

Professional Learning Absences:

If you are attending professional learning, you will need approval **BEFORE** you sign up for the course. Professional Learning dates will also need to be entered [HERE](#). Please place the absence in TimeKeeper.

During School Absences

It is our understanding that emergencies occasionally occur during the school day requiring absence from school for a short period of time. All must be brought to the attention of an administrator. Every effort will be made to secure a substitute should a teacher be tardy or leave the school grounds when students are assigned to them for instruction.

Leaving Campus

As a safety precaution, a staff member should never leave campus during the day without prior notification/approval from an administrator. Any staff member leaving campus must first talk with the principal to ensure students have adequate supervision.

Employee Dress Code

All staff members are expected to dress professionally, which exemplifies the standard of excellence set forth by VCS. All faculty and employees of VCS serve as role models for the students with whom they work and as leaders in their community. Consistent with these roles, all faculty and employees shall dress in a manner and have an appropriate and professional appearance in light of the environment in which they work and the duties of their jobs. **Clothing with rips/tears, gym attire, leggings as pants, etc., are not considered professional.** Jeans are appropriate only on Fridays with school colors or school attire, with a \$2.00 donation to Mrs. Black, the school receptionist in the main office.

Guidelines for Staff Attire

- Shoes

Dress and business casual

- Note: No house shoes or slippers should be worn

- Slacks/Pants
- Skirts/Dresses
- Blouses/Tops

Clean, pressed (worn at/above the hip)

No higher than three (3) inches above the knees

Covers the anatomy

- No plunging necklines
- No midriff exposure
- No see-through clothing

Remember, in an emergency; you must be able to move quickly with groups of students, so be sure your clothing is conducive to this possibility.

Tobacco Policy

Smoking and other tobacco use (dipping) are not allowed on campus due to a state-wide Tobacco Free policy for K-12 schools. Please refrain from using tobacco products on school grounds. If you have any questions about this policy, please see an administrator.

SCHOOL-WIDE TEAMS

1. **School Improvement Team (SIT):** Representatives from each grade level, enrichments, support staff, and parent representatives- *1 meeting per month -1st Monday*
2. **Crisis Team:** School-wide representatives will support the needs of students, staff, and the community during and after a crisis event. Team members must be willing to participate in mental health and AED/CPR training as they may serve as first responders during a crisis event. *Quarterly meetings.*
3. **Multi-Tiered System of Support (MTSS):** team will facilitate MTSS meetings for all grades. At CES, all students are included in the MTSS process. The team will follow the MTSS framework to provide targeted support for all students by reviewing academic growth and achievement, behavior, social and emotional needs, and absenteeism. MTSS discussion will be an agenda item during the weekly PLC meeting. *Meet as often as needed by the MTSS and Curriculum Team.*

MTSS implementation will follow the three-tiered instructional/intervention model, a critical component of MTSS implementation.

- Tier 1: Core-school-wide and whole class. All students are taught research-based practices for behavior and academics.
 - Tier 2: Supplemental-small group interventions. Students receive intervention, remediation, and/or enrichment depending on students' needs.
 - Tier 3: Intensive-individualized support. This includes small group or individual interventions for students showing significant barriers to learning the skills required for school success. Most intensive level.
4. **Grade Level Team:** Team will host various events to celebrate/recognize staff/faculty throughout 2023-2024. Consistently celebrating our students and staff is important in building and maintaining a positive school culture and climate. This year, each grade level/dept will host a school-wide initiative to ensure we diligently celebrate one another. *Weekly or Monthly meetings and as needed.*
 5. **Yearbook:** team will organize and create the school yearbook for 2023-2024. Using electronic templates provided by vendors, the CES yearbook team will recruit content from colleagues to produce an affordable memory book. *As needed*
 6. **PBIS:** team will meet to discuss school-wide PBIS data and strategies. This team will bring back strategies to the larger school. - *1 monthly meeting- 4th Tuesday*
 7. **Curriculum: Data, lesson planning, Curriculum, Professional Development Needs:** This team will help monitor the instructional resources (CKLA, iReady, IXL, etc.) used at Clarke and will report to SIT monthly data from PLCs, mClass assessments/progress monitoring, NC Check-Ins, etc, and lesson planning needs, and analyzing trends from walkthrough data. This team will work directly in conjunction with the school administration. This team will also be our MTSS team *Bi-weekly or monthly as needed*

8. **Climate, Culture, and Community:** The social committee will be in charge of helping to plan staff socials each month to celebrate successes and acknowledge staff birthdays (first Friday of each month), all things promoting a positive school climate! **As needed**

Sign up for SIT, CRISIS, Social, PBIS and/or Yearbook [HERE](#) by Tuesday, 9/14/2023. MTSS will be grade-level responsibility.

Staff Meetings: Monthly third Monday of each month; 3:45 pm

Daily Tasks

Daily Attendance: Attendance should be completed by 9 AM daily via PowerSchool.

Tardy Procedure: Students late to school will receive a tardy pass from the main office. The office will record tardies for PowerSchool. Students who are tardy will grab breakfast and report to class after 8:05 so that instruction can be maximized for each student.

Student Attendance Monitoring/Accounting:

- Regular school attendance is of crucial importance to the educational achievement of each student.
- It is the responsibility of all school personnel to promote and encourage regular school attendance and to create and maintain an atmosphere conducive to learning.
- To be considered in attendance, a student must be present for one-half day or at a place other than school with the approval of the appropriate school official to attend an authorized school activity.
- The following are excused reasons to be absent when satisfactory evidence for the excuse is provided to school officials: (1) **Illness or Injury**, (2) **Death in the Immediate Family-includes grandparents, parents, brothers and sisters, but is not limited to these family members** (3) **Medical or Dental appointments**, (4) **Court or Administrative Proceedings**, (5) **Religious Observance**, (6) **Educational Opportunity-Prior approval must be granted by Administration**, and (7) **Extenuating circumstances-reviewed and determined by administration on a case by case basis.**

Procedures for Student Absences (Parent Notes): The parent shall furnish written verification of absence upon the student's return to school. All notes are due within three school days after a student's return. Failure to present a note will result in that absence being considered unexcused.

Emergency Lesson Plans: Teachers should provide 3 days of Emergency Lesson Plans

accessible by a grade-level colleague & an administrator. We can use these plans in case of emergency if needed. **Emergency lesson plans should be posted in your assigned folder HERE by September 15th.** A substitute binder with emergency plans should also be accessible in your room, complete with copies. The following information should be a part of the subfolders:

- Class roster
- Current seating chart
- Schedule for the day (times, arrival/dismissal procedures, planning, etc)
- Classroom helpers
- Updated PM transportation roster (bus riders, car riders, Headways)
- Copy of the lessons, including # of copies needed, answer keys as needed
- Enough work for at least 3 lessons per content area

Mailboxes

All teachers are provided with a mailbox in the main office. It is imperative that mailboxes be checked every morning before school and once in the afternoon. This mailbox is for official business only; please keep any personal articles in your rooms. This mailbox should be cleaned DAILY.

- **All confidential information must be sent using sealed envelopes.**

Maintenance of Areas

Before leaving at the end of each day, please have students pick up all books, classwork, and trash around their area. Chairs should be stacked on top of desks unless instructed to do otherwise. Encourage students to take pride in keeping their classroom and school clean.

Condition of Classrooms

Rooms should always be kept in excellent condition. There should be no stacks of books, papers, etc. lying around. Student areas should be organized and easy to walk around. Floors should also be free of excessive debris, papers, utensils, etc. Before final checkout in June, your classrooms will be checked for organization and certain that items are put away before the summer break.

Meetings & Professional Learning

Faculty and staff members should plan to attend meetings. You are respectfully asked to comply with this meeting schedule and time frame without excuse. Plan your calendar accordingly! Effective collaboration requires uninterrupted participation.

INSTRUCTIONAL EXPECTATIONS

North Carolina Standard Course of Study(NCSCOS)

Each teacher should have a copy of the North Carolina Standard Course of Study for the content area(s) he/she will teach. The NCSCOS should be your framework for each unit/lesson plan. If you do not have a copy of the standards for the NCSCOS for your content area, you can download it from the Department of Public Instruction website (<http://www.ncpublicschools.org/curriculum>).

Effective Teaching and Learning

Effective teaching and learning happen when teachers use various techniques, materials, and resources. We know that learning is predominantly an active, hands-on process for many children. Projects, working in collaborative groups, small group instruction, and one-on-one interactions – are all appropriate activities for all age groups. Teachers should strive to build strong classroom libraries for various leveled readers and develop the proper balance of large group activities with small group activities and with students working independently. There are very few times that you should teach all the children the same thing simultaneously.

Pacing Guides

With the NC Standard Course of Study as the foundation, the local instructional leaders of VCS have designed and mapped out a comprehensive curriculum to be delivered to VCS students to reach the content standards for every grade and subject. It is the expectation that each teacher at CES utilizes the VCS pacing guides for their content area. The Vance County Schools 2023-2024 pacing guides for each subject area can be accessed [HERE](#).

Lesson Plans/Agendas

One of the keys to being a successful teacher lies in planning and preparation. While it does take time, there is no substitute for effective planning. The success of our students and your professional success will be determined, to a great extent, by the quality of planning you provide for your students. At Clarke, collaborative planning allows us to cultivate professional trust, build on one another's strengths, share best practices, and ensure positive student outcomes.

- Weekly lesson plans are required here at Clarke Elementary School for the 2023-2024 school year. Per Vance County Schools, 100% of teaching staff must submit lesson plans accessible by school and district administrators.
- Lesson plans are to be submitted here using this [LINK](#).
- Lesson plans MUST be submitted by the close of business EACH Wednesday to allow

adequate time for the administration to review and provide feedback.

- Model lesson plans are in the Vance County Core under the “VCS Lesson Planning Resources” section located [HERE](#).
- Each teacher must have a visible QR code on the classroom doors for district administrators to access weekly lesson plans. An example is posted below. Dr. Wilkins will create your QR codes for your classroom doors.
 - Note: Lesson plans will be displayed weekly by QR codes.
- Feel free also to have a physical copy available for school or district administration that will visit your classroom.



Worksheets Guidelines

Please be sure that you strive to limit your use of worksheets significantly. If you choose to utilize a worksheet for instruction, you should be able to justify that it will do just that, not merely provide children with a busy work task. Remember that the most commercially prepared worksheets are more diagnostic than instructive (i.e., they require a child to know already how to do what you are asking him/her to do. This provides you with diagnostic information, not instructive tasks). Strive to develop open-ended task sheets that ask children to think beyond rote memory. Remember that all children are not cognitively in the same place at the same time. Your instruction must reflect this and the various learning styles of your students.

Modification of Assignments

Modifications of assignments is necessary for some children. Legally, they are non-negotiable for EC, ESL, and 504 children. It is extremely important that EC, ESL, and regular classroom teachers work together for children receiving resource assistance.

Instructional Tools and Resources

At CES we will use only district-mandated instructional materials and resources. If there are additional resources that are needed, they MUST be vetted prior to use with students.

CES students and teachers will use **iReady** and **Ready Teacher Toolbox** to enhance instruction. iReady is a platform that complements the common core and combines a valid and reliable growth measure and individualized instruction. It offers teachers rigorous, on-grade-level instruction and additional downloadable content to help meet individual student or small group needs. It also provides personalized instruction for students' unique needs and a system for ongoing progress monitoring.

- The iReady Math and iReady platforms will still be utilized during the 2023-2024 school year.
- iReady Math will still be our core math curriculum.
- More information will be provided for how iReady will be utilized in K-5 for intervention groups as we transition to the CKLA curriculum.

mCLASS: CES will also utilize the mCLASS diagnostic platform. This system is an integrated gold standard literacy system based on the science of reading that offers teacher-administered assessment and holistic instruction for grades K–3. mCLASS will be used with fidelity to identify student needs and provide targeted instruction.

Core Knowledge Language Arts (CKLA): CKLA is a comprehensive program (Preschool–Grade 5) for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, world and American history, and the sciences.

Social Studies Weekly: Social Studies Weekly is a core Social Studies curriculum organized thematically to the strands of civics and government, geography, economics, and history. All curriculum is within a student-friendly periodical format that includes (1) hands on and interactive activities, (2) spiraled and scaffolded, (3) Integrated with ELA, (4) standards aligned, and (5) research-based.

Discovery Education: Connects students to their inner curiosity by placing them at the center of each three-dimensional learning experience as they lead exhilarating investigations to uncover the mysteries of the universe. Hands-on and virtual investigations, STEM activities, and a variety of science resources for teachers bring the excitement of science to life.

Professional Learning Communities (PLCs)

Subject to change and updated as needed to meet instructional expectations/needs

It will be held weekly to bi-weekly in concordance with each team's needs. The essence of the PLC process is captured in three big ideas, which are (1) to ensure all students at CES learn at high levels, (2) to help all students learn through a collaborative and collective effort, and (3) to assess our effectiveness in helping all students through evidence of student learning. Each PLC meeting will focus on four critical questions to guide our work with students at CES:

1. What do we want all students to know and be able to do?
2. How will we know if they learned it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

	Monday	Tuesday	Wednesday	Thursday	Friday
K/1	Grade-level PLCs with Administration	Lesson Planning (Reading)	Lesson Planning (Math)	Personal planning day	Grade level with administration- As needed
2/3		Science Planning for 3rd-5th	Social Studies Planning 3rd-5th		OR additional PLC time to review additional data (PLCs, Intervention time, etc).
4/5					

Please use the table above as a planning suggestion for Tuesdays and Wednesdays to meet with grade-level colleagues to plan instruction for students collaboratively.

Vertical Alignment Meetings- This year at CES, we will utilize times for vertical alignment meetings in which grade-level bands may be called to meet to share instructional strategies and confirm that instructional methods are aligned. In these PLC meetings, teams of educators will come together to see how standards, curriculum, assessment, and align within the school. If these meetings are needed after school, information will be given in advance to accommodate staff.

Field Trips

A field trip is a school-sponsored activity that extends the classroom curriculum. Field trips away from the school campus can have a beneficial impact on the learning experience. On the other hand, this experience may take students away from a major portion of their other classroom experiences for that day. Therefore, the benefit of a field trip must be carefully weighed against its possible disruptive effect. Field trips should be arranged in a way that will minimize disruption of the student's day.

- **Note: It is the expectation and requirement that every grade level must plan at least ONE FIELD TRIP for the 2023-2024 school year. For example, a field trip can be to the Center For Innovation or Kerr Lake for an educational experience.**
 - **ALL FIELDS TRIPS MUST BE PLANNED BEFORE STUDENTS AND STAFF LEAVING FOR CHRISTMAS BREAK ON DECEMBER 18, 2023 to ensure that we have allocated funds for your trip.**
- All field trips must have prior approval from Administration. Transportation for field trips requires VCS activity buses or a transportation service approved by VCS.
- All students should be encouraged to participate in school-sponsored field trips. Students may not be excluded from field trips without the approval of the Administration.

Observations and Walkthroughs

Teacher Evaluation System - Evaluative

An evaluation system aims to promote and support effective leadership, quality teaching, and student learning. Evaluation instruments are housed in the NCEES platform. Teachers will either be on a comprehensive, abbreviated, or standard evaluation cycle.

Visible Learning Walkthroughs- Non-Evaluative

These walkthroughs will be conducted by campus administrators on a weekly basis in which staff members will receive growth-producing feedback. These walkthroughs are non-evaluative with the sole purpose of examining teacher execution and student learning. Walkthroughs may also be conducted by district and NCDPI personnel this school year. In these walkthroughs, there will be a focus on design (lesson plans) + execution (teacher practices and learning environment) to look at student achievement to ensure at CES we are yielding high results.



Parent/Teacher Conferences

While conferences are essential for professional educators, they reinforce communication skills, build effective public relations, and improve student performance. The goal of each conference should be to get the family members involved in their child's development (academic, social, emotional, and physical).

We encourage staff to schedule flexibly to meet the family's needs. Please also remember that input from other professional staff (media, enrichment teachers, counselor, social workers, administrators, etc.) may be valuable in these conferences.

If you need administrative support during one of these meetings, please do not hesitate to let the administration know; we will be there to support you and your colleagues.

Initial parent conferences should be held by 11/18/23. Use the first two weeks of school to build a relationship with parents and schedule a phone, video, or face-to-face meeting. Be mindful always to document parent contacts in a phone/meeting log.

ALL TEACHERS ARE ENCOURAGED TO BECOME AWARE OF THEIR STUDENTS' HOME ENVIRONMENT. THERE IS HELP TO ASSIST IN ARRANGING HOME VISITS WITH OUR SOCIAL WORKER!

Parent Involvement and Contacts

Parent involvement is one of the key components of a successful school. Please contact and involve your parents/guardians as often as possible. **All parental follow-up conversations must be made at least 24 hours after receiving the parent's phone call or email. We must make every effort to contact parents and try to have clear communication.**

- For the school year, you must be kept either a physical parent contact log or an electronic version that should be able to be viewed by administrators if needed. The administration will complete monthly checks to ensure fidelity and serve as artifacts as needed in parental conversations.
 - Please indicate which version your grade-level team plans to implement by September 1st.

Face-to-face contact is your best strategy for gaining trust and support. Strive to have more positive contacts than negative contacts. At CES, it is the expectation of going beyond leaving parent voicemails. **Information concerning classroom/team activities and assignments should be posted on your Class Dojo pages for parents or CES teacher pages.** Support Staff and administration are available if you need help with parent contacts. The beginning of the year and end of the year conference will be of particular importance in establishing that initial rapport with the parent/guardian and solid closure for the child's year. When contacting parents, please use a parent contact log for documentation, as it will serve as an artifact of effective documentation for our MTSS process.

EMERGENCY PROCEDURES

Post in your room a copy of the evacuation plan for the school. Please inform your students of the procedure for evacuation. We will have drills throughout the year once students return to school.

Daily concerns:

- Check exits in your area to ensure they are unlocked and free from any barrier
- Keep your room in order; store items properly; keep the floor clear. ***Do not hang items from the ceiling tile; this is a fire code violation.***
- Power strips are to be unplugged when not in use.
- No space heaters in the building.
- If you notice something broken or not working properly, as well as worn electrical cords or loose outlets, report them to the main office immediately.
- No propped doors!

Fire Evacuation: Fire Drills-Monthly (Evacuation Routes)

- You should explain the fire drill procedures to your students.
- Make sure exits are not blocked.
- Lead your students from the building to a safe distance outside.
- Students should remain quiet to ensure safety instructions are heard and followed.
- Bring your roster & walkie
- Immediately call the roll of your class to account for every student.
- All personnel not assigned to fire duties are to leave the building and remain outside until an all-clear signal/announcement is given

Tornado Drill Instructions: Tornado Drills-1x/year

- Explain the tornado drill procedures to your students.
- When you hear the alarm or announcement, move the students quietly and quickly to the designated area. Students should remain quiet to ensure safety instructions are heard and followed.
- Children should be on their knees facing the wall with their heads down. Their hands should be clasped over the back of their heads.

Tornado Watch - Conditions are favorable for the formation of tornadoes. Be alert.

Tornado Warning – A tornado has been sighted in the area. Take immediate action according to the tornado drill procedures.

Lockdown: Lockdown Drills-3x/year When it is determined that an intruder is on the premises, an announcement will be made via the intercom system. You are to lock your door immediately and enter the emergency drill mode with your students.

Responsibilities of the Administration and Teachers in a Lockdown Situation:

In the event of a critical incident or emergency lock-down situation, the Administration and Office Staff will:

- Verify the situation and gather as many facts as quickly as possible.
- Notify all personnel of the lock-down.
- Dial 911 and provide the following information to the law enforcement officer. Stay on the telephone, if possible, and wait until law enforcement arrives on the scene and tell: the location of the incident, type of incident, number injured, number and location of intruders, description of intruders and weapons, and whether or not there is on-site law enforcement of security.
- Secure and retrieve The Critical Incident Response Kit (CIRT) that contains all vital information about the school, its location, and the students.
- Use the intercom to check classroom status.
- Meet law enforcement officers.
- Provide floor plans to law enforcement.
- Notify supervisors and the University.

Teachers should do the following immediately and maintain a checklist by telephone at all times.

- Clear students from the hallway immediately and have them report to the nearest available classroom.
- Close and lock all windows and doors.
- Move students away from windows and doors. It is preferable to seat students against an interior wall, which will provide them protection.
- Account for all students.
- Turn off lights.

The teacher's responsibility is to review these procedures with the students. Most importantly, focus on maintaining a sense of calm with the students as much as possible and remain in your classroom until/unless you are instructed to do otherwise.

Student Emergencies

If a student is hurt or sick and you need assistance, please call the main office. A [Student Accident Form](#) must be filled out and kept on file in the front office if a student is injured in any way. Parents/Guardians must be contacted prior to student dismissal. Copies are available in the front office.

- First person of contact- Classroom teacher with which the incident occurred
- Second person of contact- Nurse or administrator if needed for follow up

Student Self-Injury or Suspected Self-Injury

Staff and faculty should always maintain a sympathetic attitude when interacting with a student whom you know or suspect is self-injuring. **DO** ask simple questions in order to help determine

whether the student has purposefully hurt him/herself, and **ALWAYS** refer the student to the school counselor or social worker for further assessment. The school nurse may also be contacted if there is a fresh wound or injury. The administration should also be notified as soon as possible.

The Counselor or Social Worker will work with the student to complete a risk assessment, plan for the student to discuss the matter with others (parents and child protective services), and follow up within 3-5 days. *Resource: Educators and Self-Injury*

Staff Injuries

If you are injured while on the job, you must meet with the administration as soon as possible in conjunction with the school nurse (Nurse Faulkner). You will be provided instructions on how to complete the necessary forms and given instructions as to how to proceed.

Inclement Weather

Watch the local news for school closings and delays. VCS will be listed if operating under an inclement weather plan. Staff will also receive a call from the district call system. When in doubt, call someone! If you have questions, please call the school or call/text Dr. Wilkins.

School / Building Security

It is the responsibility of every adult in our building to assist in maintaining a safe and orderly environment. All staff needs to be visible during student transitions. In addition, everyone is accountable for all students. If you see something that should not happen, handle it or report it to the appropriate personnel. By avoiding difficult situations, we are indirectly telling students that their behavior is acceptable.

All visitors **MUST** sign in at the front office and wear a Visitor's Badge while they are in the building. If you see a visitor in the building without a badge, please escort them to the office to sign in and receive a badge.

SECURING THE BUILDING

Please turn out the lights and lock your door anytime you leave your room. Administration must be informed of events occurring after 5:30 pm, and arrangements with the custodial staff must be made at least two weeks before such events.

IF ANYONE COMMUNICATES WITH YOU VIA ANY MEDIUM OR IN ANY WAY THAT CAUSES YOU TO QUESTION THEIR MOTIVE IN DOING SO OR THE COMMUNICATION MAKES YOU UNCOMFORTABLE, ALERT AN ADMINISTRATOR IMMEDIATELY!

Bulletin Boards: The building should always feel welcoming and inviting. The hallway bulletin boards should be updated **monthly**. The bulletin boards and tack strips are for displaying

student work. Primary emphasis should be given to authentic work samples. All students in the classroom should have an opportunity to have their work on display at some point during the school year. Student work samples should include a writing sample as evidence of work within the classroom.

Assessments: Please be sure that you look at assessment as an opportunity to get to know and find out more about how students are learning in your class. Tests alone, although a reflection of the North Carolina Standard Course of Study, should not determine how you teach. It is vital that you strive to be innovative in utilizing the wide range of resources available for your use. Continue to incorporate theme and unit development that you feel appropriately reflect the North Carolina Standard Course of Study. Integration across curriculum areas is critical.

Weekly or Bi-Weekly Assessment Data Collection and Use:

Clarke Elementary School will be focused on incorporating standards-based assessments with the use of pretests/interim assessments/and post-tests system for each as a means of assessing students' levels of proficiency, progress, and growth.

Weekly "Mini" Assessments:

- K-1 will be required to create a formative weekly assessment (3-5 questions) to assess students on grade level standards taught during teacher-led instruction for the week.
- 2-5 will be required to create weekly standards mastery (3-5 questions) to assess students on grade level standards taught during teacher-led instruction for the week.
- These formative weekly assessments are not to replace bi-weekly assessments but to gather more informative data to help our students succeed academically.

Bi-Weekly Assessments:

- Bi-weekly assessments will be used between the pretest and post-test phase of each unit. The information from those interim assessments will be used to shape instruction, create and manipulate flexible academic groups, and make adjustments as necessary.
- Grade-level content teams will be analyzing data as available to use as a tool for planning instruction for students.

Data analysis documents will include specific standards to be addressed, a question-by-question proficiency analysis, an overall standards-based proficiency analysis, and instructional planning notes.

The goal of assessments is to analyze student data and to be able to explain data for transparency and accountability.

Data will be displayed in PLC rooms to track growth and progress. Data will also be shared digitally with the administration.

Progress Report Dates: Progress Reports should be sent home on the following dates:

Dates may change. If so, staff will be notified in a timely manner.

September 23rd November 23rd

February 18th April 29th

Report Card Schedule 2022-2023:

Reports cards go Home: 11/9

Reports cards go Home: 2/2

Reports cards go home: 4/6

Final report cards go home: ***6/9***

Student Records Student records (cumulative folders) should be reviewed carefully at the beginning of each school year by the classroom teacher. ***Check for health problems, unique needs, and custody concerns.*** Information should be kept updated. Staff members must sign folders out if they are taken from the main office and ensure security and confidentiality. Records should not be handled or transported by students or unauthorized persons, (student interns, volunteers, etc.). Records must be returned to the office file and signed in at the end of the day. Never remove records from the school premises.

Clarke Elementary School

Staff Handbook Acknowledgement

This handbook has been devised to provide each staff member with a well-defined school operation and procedure guideline and a quick reference to allow each staff member's full participation in the educational program at Clarke Elementary School. This signature page is due to the front office by Friday, September 15, 2023.

Your signature below indicates you have read, understood, and will comply with the information and procedures outlined in this handbook during the 2023-2024 school year.

Employee Signature

Date

Principal Signature

Date