

Woodbrook Elementary School



STAFF HANDBOOK

2015-16

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INTRODUCTION

This handbook is intended to provide all staff members with a better understanding of the school procedures and the division policies that govern the operation of our school. Our effort to implement policies and procedures outlined in the handbook will maximize our opportunity to develop the best possible educational experiences for the children served by the Woodbrook Elementary School Staff.

Many questions or concerns that may arise are addressed in the County Policy Manual; staff should familiarize themselves with this manual. Copies of this manual can be found in the office and library (and on-line through the division's web site; currently found at:

<http://schoolcenter.k12albemarle.org/education/components/docmgr/default.php?sectiondetailid=32974>

If you ever have a question or concern that cannot be answered by referring to this handbook or policy manual, please see the Principal for clarification.

Please familiarize yourself with the following Division Websites:

Albemarle County Schools:

<http://schoolcenter.k12albemarle.org/education/district/district.php?sectiondetailid=1>

Woodbrook School:

<http://schoolcenter.k12albemarle.org/education/school/school.php?sectionid=2170>

Division "Alphabet Soup" (PLC, FQL, TPA, etc.)

http://schoolcenter.k12albemarle.org/education/dept/dept.php?sectiondetailid=42154&sc_id=1150828902

GENERAL CONTACT INFORMATION

SCHOOL HOURS

Office Hours

7:30-3:30 daily

Staff Hours

7:40-2:40 M, T, W, F

7:40-4:00 Th

Student Hours

7:40-2:25 daily

Safety Patrol Dismissed

2:20 daily

CONTACT INFORMATION

School Phone

434-973-6600 (answering machine pick-up after hours)

School Fax

434-973-0317

School Address

100 Woodbrook Drive C'ville, VA 22901

School Web Address

<http://www2.k12albemarle.org/school/wes/>

Principal

Lisa Molinaro

(W) 434-973-6600 (ext. 35010)

(H) 434-296-2129

(C) 434-566-7111

Administrative Secretary

Susan Reuschling

(W) 434-973-6600 (ext. 35012)

(H) 434-286-3401

(C) 434-960-0668

Bookkeeper/Secretary

Wendy Graney

(W) 434-973-6600 (ext. 35013)

(H) 434-973-9059

(C) 434-882-3860

School Counselor

Emily Holmstrom (ext. 21919)

(C) 1-804-869-6094

Library Media Specialist

Rebecca Thomas (ext. 35021)

School Nurse

Betsy Krull (ext. 35014)

Technology Troubleshooter

Martha Smith (ext. 35116)

Instructional Coaches

Sara Hankins (ext. 35511)

Catrina Sims (ext. 35511)

Technology Analyst

John Burke

Lead Custodian

Joe Gaines (ext. 35409)

Technology Help Desk

Tiffany Mills

(W) 434-975-9444

[Service Desk Request](#) (form request)

Cafeteria Manager

Kim Kidd (ext. 35410)

PTO President

Sara Beckham-Henry

(H) 973-7208

(C) 434-718-9841

Office Who's Who?

Susan Reuschling:

Powerschool Operator
Student Registrar
Records Room Coordinator
Progress Report Contact
Keys/Name Badge Tags
Lisa's Administrative Assistant
Master Calendar Requests/Changes
Field Trip Bus Scheduling
Family Medical Leave Forms
School Picture Liaison
Duplicate Report Cards
Workman's Comp Form
Parent Contact Information
Friday Folders

Bronwyn Murray:

Testing Coordinator
Student Test Data Info.
Power Teacher Support
Report Card Entry Support
All Math Curriculum Questions
Math Resources

Natasha Mills & TBD

(Region Ten Employees)
Behavioral Concerns
Mental Health Concerns

Mr. Joe Gaines

Classroom Maintenance
Playground Maintenance
Electrical Repairs
All Around Great Guy

Martha Smith

Web Page Support
Enrichment Support
Social Studies Content Advisor

Bonnie Wilfore

Title 1 Services

Piper Gary

Fine Arts Content Advisor
Responsive Classroom-Teacher Leader

Wendy Graney:

All money transactions
Building Use forms
Time/Attendance for Staff
ASOP support (need a substitute)
Purchase Requests
Woodbrook Newsletter
Reimbursement of Funds
Supply/Materials Orders
White Attendance Leave Slips
US Mail/Postage
Pony (in-house mail)
Staff Social Dues
Personal Leave *(first see Lisa for approval)*
Field Trip (Finance)

Betsy Krull

Attendance/Verifying Absences *(Students)*
Family/Student Emergency Info
Emergency Card Organizer/Update
Student Medical/Allergy Report
Bathroom Accidents (clothing)
Accident/Injury Information

Rachel Clarke/Judy Blakey

Family Assistance
Vision Concerns
Clothing Vouchers for families
Snacks for students

Sara Hankins & Catrina Sims

Instructional Planning Support
Observe classrooms *(in/outside of school)*
Instructional Material Resource Support
Novice/New Teacher Mentoring

Donna Phillips

SBIT/RTI Support
PALS Support
Language Arts Content Advisor

Courtney Kluender

Science Content Advisor

Leslie Wills

Diversity Resource Teacher
Responsive Classroom Teacher Leader

Woodbrook Staff for 2015-16

Position	Name	Location
Principal	Lisa Molinaro	Office
Office Associate	Susan Reuschling	Office
Office Associate	Wendy Graney	Office
School Nurse	Betsy Krull	Office
Media Specialist	Rebecca Thomas	Library
Guidance Counselor	Emily Holmstrom	Courtyard Room A
School Psychologist	Wesley Shelley	Learning Cottage 2 Left
Family Support (Bright Stars)	Judy Blakey	Learning Cottage 1 Left
Family Support	Rachel Clarke	Learning Cottage 1 Left
Speech	Suzanne Lennon	Old EDEP Office
ESOL ESOL TA	Elizabeth Coppolino Lucia Hernandez	Learning Cottage 1 (Right Side)
ESS/ Region Ten	????? Natasha Mills	Learning Cottage 3 (Left Side)
Instructional Coaches	Sara Haskins Catrina Sims	Learning Cottage 2 (Right Side)
Bright Stars	Kelli Huffman Jane Mathias, TA	Room A3
Kindergarten	Liza Taylor Rosemarie Hanley, TA	Room A2
Kindergarten	Traci Kelsey Sarah Schmit, TA	Room A1
Kindergarten	Judi Milione* Miriam Carratt, TA	Room A4
First Grade	Sherry Remley* Stephenie Mack, TA	Room 7
First Grade	Laura Efford Suzanne Sachs, TA	Room 8
First Grade	Allison Green Ceann Wombacher	Room 5
Second Grade	Emily Kent	Room 1
Second Grade	Jamee Freitag	Room 9
Second Grade	Courtney Kluender*	Room 2
Third Grade	Susan Pollack	Room A9
Third Grade	Erin Cooney	Room A11
Third Interventionist	Jacqueline Morgan	Room A12

Fourth Grade	Leslie Wills-Taylor *	Room 12
Fourth Grade	Julia Green	Room 10
Fourth Grade TA	Bonnie Herring	Room 10/12
Fifth Grade	Jamela Jasper*	Room 14
Fifth Grade	Kara Hutchison	Room A7
Fifth Grade	Sara Davis	Room 11
SpEd	Karen Walsh*	Room A10
SpEd	Patti Goforth	Room A8
SpEd	Lorelei Pulliam	Room 3
SpEd TA-Treimohn	Karen Cooper	Room 5
SpEd TA-TreVon	Meicka Wills	Room 8
SpEd TA-Samaj	Jenny Burgess	Room A9
SpEd TA-Troy	TBD	Room A9
SpEd TA-Matthew	Zen Mackenzie	Room A11
SpEd TA-Andrew	Paula Loving	Room 12
SpEd TA-Keshawn	TBD	Room 12
SpEd TA	Kathy Whitener	Room 3
SpEd TA	Tammy Grubb	Room 3
SpEd TA	Jennifer Giacalone	Room 3
SpEd Pre-School	Megan McNab	Room 4
SpEd TA	Pat Hoy	
SpEd TA	Sally Winn	
Music (T-W-Th)	Piper Gary	Room 17
Art (M-T-W-Th)	Joan Chapman	Art Room
PE	Lynda Lutz *	Gym
PE	Luke Noble	Gym
Math Specialist	Bronwyn Murray	Learning Cottage 2 Rt.
Intervention/RTI	Allison Green	Book Room
Reading Title I/RTI	Donna Phillips	Room 14
Reading Title 1/RTI	Bonnie Wilfore	Room 14
PALS Support /RTI	Clair Robison	Old Art Room
GATEWAY	Martha Smith	Old Art Room
Custodial Support	Joe Gaines, Lead Dorethea, Tila, Edith	
Cafeteria	Kimberly Kidd-Manager Debbie, Stephanie	Cafeteria
After School (EDEP)	Linda Price - Facilitator Bonnie Herring, Teacher Meicka Wills	Third Trailer

Woodbrook Lead Teachers and Committee Chairs 2015-16

County Content Advisors

- **Language Arts:** Donna Phillips
- **Math:** Bronwyn Murray
- **Science:** Courtney Kluender
- **Social Studies:** Martha Smith
- **Special Education:** Karen Walsh
- **ESOL:** Elizabeth Coppelino
- **Gifted Resource:** Martha Smith
- **Physical Education:** Lynda Lutz
- **Fine Arts:** Piper Gary
- **Diversity Resource:** Leslie Wills

SBIT/RTI Coordinator

- Donna Phillips

RTI/Problem Solving Leadership Team

- Donna Phillips
- Wes Shelley
- Emily Holmstrom
- Bronwyn Murray
- Karen Walsh

Instructional Coaches

- Sara Hankins

Woodbrook Team Leads

- **Kindergarten:** Judi Milione
- **First Grade:** Sherry Remley
- **Second Grade:** Courtney Kluender
- **Third Grade:** Karen Walsh
- **Fourth Grade:** Leslie Wills-Taylor
- **Fifth Grade:** Jamela Jasper
- **Special Teams:** Lynda Lutz

PTO Liaison

- Leslie Wills-Taylor (4th)

Diversity Resource Teacher

- Leslie Wills-Taylor (4th)

Responsive Classroom

- Leslie Wills/Piper Gary

Web Page Coordinator:

- Martha Smith

Troubleshooter:

- Rebecca Thomas

Woodbrook Leadership Team 2015-16

**The Woodbrook Leadership team will meet on the last Wednesday of every month from 2:45-4:30 (at the latest).*

- Lisa Molinaro-Principal
- Bronwyn Murray-Math Specialist
- Martha Smith-Gifted Resource
- Piper Gary-Special Teams
- Karen Walsh-Special Ed.
- Elizabeth Coppolino-ESOL
- Emily Holmstrom-Guidance Counselor
- SBIT/RTI/Language Arts-Donna Phillips
- Diversity Resource-Leslie Wills-Taylor
- K/1/2-Courtney Kluender
- 3/4/5-Jamela Jasper
- Instructional Coaches-Sara Hankins & Catrina Sims

ACPS School Board Info

To e-mail all members of the School Board at once, address your message to SchoolBoard@k12albemarle.org.

NAME	DISTRICT	PHONE	MAIL ADDRESS	E-MAIL
Jason Buyaki	Rivanna	(434) 466-7040	2914 Blue Haven Farm Keswick, VA 22947	jbuyaki@k12albemarle.org
Steve Koleszar	Scottsville	(434) 293-7262	142 Scarborough Place Charlottesville, VA 22903	skolesza@k12albemarle.org
Kate Acuff (CHAIR)	Jack Jouett	(434) 979-6333	2210 Carmargo Drive Charlottesville, VA 22901	kacuff@k12albemarle.org
Barbara Massie- Mouly (VICE-CHAIR)	White Hall	(434) 465-5156	PO Box 22 Greenwood, VA 22943	bmassie@k12albemarle.org
Pamela Moynihan	Rio	(434) 973-4464	3974 Deep Woods Road Earlysville, VA 22936	pmoynihan@k12albemarle.org
TBD	Samuel Miller			
TBD	At-Large			

School Board Office Contact Information

Jennifer Johnston, Clerk
jjohnston@k12albemarle.org

401 McIntire Road, Room 345
 Charlottesville, VA 22902

Phone: 434/972-4055 **Fax:** 434/296-5869

MEETING INFORMATION

(see <http://www.k12albemarle.org/Board/NewPages/policies.htm>)

REGULAR MEETING CALENDAR

All regular board meetings begin at 6:30 p.m. in the Lane Auditorium of the County Office Building. All regular work sessions begin at 6:00 p.m. in Room 241 of the County Office Building.

July 9 Business Meeting	August 13 Business Meeting August 27 Work Session
September 10 Business Meeting September 25 Work Session	October 8 Business Meeting October 22 Work Session
November 5 Business Meeting November 12 Work Session	December 10 Business Meeting
January 14 2016 Organizational/Business Meeting	

The School Board meetings are open to the public and interested citizens are invited to attend. An opportunity for the public and division employees to speak on issues of concern is provided at the first meeting of the month. The second meeting is a work session and public testimony is taken on action items only. An agenda may be obtained in advance of meeting from the Superintendent's Office on the third floor of the County Office Building. Information concerning the agenda may be obtained from the Clerk of the Board, 972-4055.

1. Policies and Regulations of the Albemarle County School Board

A manual containing all the policies and regulations of the Albemarle County School Board is located in the library and office. All personnel are expected to be familiar with the Albemarle County Policy Manual and the kind of information it contains. (The ACPS School Division Handbook is included at the end of this handbook. There is also a "virtual" copy available on-line under staff resources on our website.)

2. Teacher Evaluation

All teachers are evaluated in accordance with the policies and procedures outlined in the Teacher Performance Appraisal Handbook for Albemarle County Schools. TPA and other related documents can be found at <http://www2.k12albemarle.org/acps/staff/Performance%20Appraisal/Pages/default.aspx>

The Principal will follow the Albemarle County School' plan to evaluate teachers. They will provide the necessary forms and information for teacher evaluation at the beginning of each school year. The objectives of the teacher evaluation process are:

- a. to ensure that students receive quality instruction by improving the teaching performance
- b. to improve planning
- c. to improve classroom management
- d. to focus upon aspects of current performance wherein strengths may be multiplied and weaknesses converted into strengths
- e. to produce quality teaching through cooperative efforts of teachers, coordinators/facilitators, and administrators
- f. to stimulate desirable changes in student behavior and learning
- g. to promote professional growth and development
- h. to enhance communication between teacher and evaluator through cooperative efforts

To be an effective evaluation it is necessary for performance criteria to be clearly stated and understood, performance objectives explicitly stated, assessment cooperatively carried out, and plans for future action cooperatively developed.

Certain areas will be monitored throughout the school year and will be discussed and noted during the final evaluation. The areas that will be closely monitored are:

- Alignment to Curriculum Maps (following pacing guides)
- Student Engagement-Engaging qualities
- Higher levels of Bloom's Taxonomy
- Students have a clear understanding and can articulate the learning target

Staff Attendance – The county policy will be in place for the current school year. No more than 4% (more than 10 days) of absence due to personal illness or illness in the family will be noted by placing the number of days absent in the comment and or recommendation section of the evaluation. **Repeated offenders of not meeting county policies can be put on a Plan of Assistance to help address the problem and collaboratively develop a solution.

HOURS: Students' clocked school hours occur from 7:55 – 2:25.

Buses begin unloading at 7:40 AM.

School Office hours are 7:30-3:30pm.

All teachers are expected to be at their classroom door no later than 7:40

each morning unless otherwise specified. Teachers are required to be at their door at 7:40am ready to receive and greet students as they enter the classroom. Your warm personal welcome sets the tone for the day.

Because students and parents depend on school staff for direct supervision during the school day, all classrooms/offices/duty stations must be fully staffed during the 7:40-2:40 time. Emergencies arise for each of us, so we kindly ask you to inform the main office when an emergency prevents you from being in your room or at your duty location at 7:40.

Thursday will be our Staff meeting day. Teachers are expected to work in the building until 4:00 every Thursday.

**** (Please keep Thursday afternoons prioritized.)** If you have an emergency and need to leave early you will need to complete a leave slip since this is during teacher contract time.)

Designated "Work" Hours for teachers will be as follows

1. **Monday-7:40-2:40** **Only required to work past 2:40 if you have a scheduled SBIT/IEP/Eligibility Meeting*
2. **Tuesday-7:40-2:40**
3. **Wednesday-7:40-2:40** *(Last Wed. of month will be Leadership Team Mtg.)*
4. **Thursday-7:40-4:00** *(Faculty meetings)*
 - a. First Thursday-School Business
 - b. Second Thursday-Grade Level-Team Planning
 - c. Third Thursday-Professional Development
 - d. Fourth Thursday-Woodbrook Vertical Team Meetings
5. **Friday-7:40-2:40**

Part time teachers' teaching assistants' and cafeteria workers' hours are determined individually and cannot be adjusted without prior approval from the principal since these positions are hourly and not contractual.

3. Personnel Records

Your official personnel file is maintained in the Human Resources Department located in the County Office Building. You may have access to this file upon request to the Human Resources Director-Lorna Gerome.

The principal also maintains a file on each employee and this is housed in the vault. This file contains anecdotal records and copies of formal evaluations.

Teachers may have access to this file at any time by contacting the Principal. Teachers may access the updated VA Certification Renewal document at:

<http://www.doe.virginia.gov/teaching/licensure/index.shtml#renewal>

4. Standards of Conduct

The Board requires that all of its employees will conduct themselves in a manner that reflects favorably upon them as a representative of the school division. To this end, the Board will establish and maintain certain standards of conduct designed to:

- a. Establish a fair and objective process for correcting and treating unacceptable conduct
- b. Distinguish between less serious and more serious misconduct and provide timely corrective action

The standards of conduct are intended to be illustrative but not all-inclusive of the type of conduct expected of employees.

Procedure for Compliance – Standards of Conduct

At a minimum, the following standards are expected of all employees:

1. Timely and regular attendance.
2. Dependable Application of Time – employees are expected to apply themselves to their assigned duties during the full schedule for which they are compensated except for reasonable time provided for such things as personal hygiene.
3. Satisfactory work performance.
4. Appropriate/Professional attire
5. Courteous and professional behavior toward the public and fellow employees.

The following are examples of unacceptable conduct:

1. Unsatisfactory attendance performance or excessive tardiness.
2. Abuse of County time - such as unauthorized time away from the work area *(no employee is to leave the school building at any time regardless of reason without permission from the Principal prior to leaving.)*
3. Obscene or abusive language
4. Conviction of a moving violation or failure to notify supervisor of an accident while using a County vehicle
5. Inadequate or unsatisfactory job performance
6. Failure to follow a supervisor's instruction, perform assigned work or comply with established County policy
7. Failure to report to work without proper notification
8. Unauthorized use or misuse of County property or records
9. Violation of safety rules to include negligent driving of a County vehicle
10. Falsifying any records such as, but not limited to, vouchers, student reports, insurance, time records, leave records or other official records
11. Willfully or negligently damaging or defacing records, County Property, or employee property
12. Theft or unauthorized removal of County records or property
13. Gambling on County property during work hours
14. Acts of physical violence or fighting on the job
15. Reporting to work under the influence of alcohol or unlawful use of controlled substances
16. Possession or use of alcohol or controlled substances, unauthorized use of firearms, dangerous weapons or explosives on the job
17. Threatening or coercing employees
18. Criminal convictions for acts of conduct occurring on or off the job which are plainly related to job performance or of such a nature that to continue the employee in the assigned position could constitute negligence in regard to the County's duty to the public or its employees
19. Indebtedness to the County
20. Use of an employee's work time or work environment to promote a political candidate

Individual schools/departments may have additional standards of conduct as defined by the principal. (see Albemarle County School Board Policy manual)

5. Grievance Procedures

Teachers who have a grievance are expected to follow the School Board procedures located in the policy manual. "The School Board encourages all personnel to discuss their problems openly with their immediate supervisors in order that problems may be resolved at the appropriate level and without resorting to the procedures of a formal grievance."

6. Telephone

No personal calls can be charged to any school telephone. Any personal calls must be charged to your home phone or phone card. Prior approval from the administration is required for long distance calls related to school business. You must complete a special form for each long distance business call. Wendy or Susan will provide you with the form. Use the 2nd, 3rd and 4th lines for outgoing local calls. The first line is blocked for incoming calls only.

Personal phone calls should be limited during the instructional day. Please avoid using the phones in the front office. These phones are needed to receive incoming business calls.

Additionally, cell phone use by staff members should occur in a professional manner. Cell phone use should be limited to essential use only during non-instructional time and ringers should be turned off so as not to disrupt valuable instructional time. **Please avoid using your cell phone in the hallways, and in front of students.**

On early closing days for bad weather, please do not tie up the phone lines. The office needs all lines free for incoming and outgoing calls.

7. Personal Messages

Messages will be taken by the office staff and placed in the employee's voicemail or mailbox. In case of an emergency, every effort will be made to contact the staff member immediately.

8. Academic Leadership Program

The Academic Leadership Program provides a structure to support instructional leadership needs and professional growth across the division. This program directly supports the School Improvement Process. Incorporated within the design are division-wide instructional components and a school-level instructional component, which is differentiated based on the size and educational level of the school. This program includes an accountability component to ensure consistent implementation and fiscal responsibility across the division. The principal will give full consideration to the skills and interests of teachers willing to assume roles. Principals are encouraged to make changes, if you are interested in any of these positions, or what more information, please see Lisa.

9. Health and Wellness Information

There are certified Red Cross First Aid and CPR trained personnel on staff. A list of these staff members is on file in the main office and listed in our Crisis Manual if you should need it. If you become trained and are not listed, please inform the principal or Susan Reuschling in the main office.

At the beginning of each year, all faculty and staff members should complete an emergency card and have it on file in the office with 1 or 2 names of family and/or other faculty members whom the office can contact if there is an emergency. In addition to this information, please make sure that Susan Reuschling has your information for our Electronic Emergency/Outreach Notification system. This will ensure that you get all emergency notifications for both the school and county including snow closing/delays.

10. Teacher/TA Absences

ALL teachers and teaching assistants not expecting to attend school due to personal illness or an emergency must first call AESOP to report their absence. Simply dial 1-800-942-3767 or visit <http://www.aesoponline.com>

Enter your Identification (ID) and PIN numbers. (Please notify Traci Brooks in Human Resources at (434) 297-5827 if you do not have access to this information.) Once you are logged into the system, you will be given prompts for the various menu choices.

When using the phone: When you access the AESOP system over the phone for the *first time only*, it is very important that you record your name and your grade or assignment for substitutes to hear. Please keep in mind that only your name and assignment should be recorded, as AESOP will play this recording to potential substitutes for all future absences you register. You will not be asked to record this information each time you register an absence.

When using the Internet: Enter <http://aesoponline.com> Here you will be able to enter absences, check your absence schedule, update your personal information, and exercise other features. If you have any questions, concerns, or comments, you can contact Wendy Graney, our HR department or the AESOP hotline at support@aesoponline.com

Essential information for reporting absences:

***All staff is required to use the system to enter an absence regardless of whether they use a substitute or not.**

All "white" leave requests must still be submitted to Lisa Molinaro. Please place them in her box for approval. Every morning a check will be made through AESOP system to identify jobs that need to be filled.

For unexpected absences

Step 1: Teacher/TA enters absence in the AESOP system, via phone or Internet

Step 2: If the teacher or TA is so ill they are unable to access AESOP, contact Wendy Graney at 434-973-9059 if it is after school hours or 434-973-6600 during school hours. **Please do not leave a message as it is likely that we will not get it in a timely manner to secure a substitute. If you cannot reach Wendy, please call Lisa at 296-2129 or 566-7111.**

For planned absences

Step 1: Teacher or TA enters the absence in the AESOP system following the above procedures.

***Need help? Training manuals and videos are also available 24 hours a day/7 days a week using:*

<https://aesoponline.com/adminweb/manuals.aso>

TEACHER SUB PLANS must **ALWAYS** be available to the substitute teacher and can be emailed to Wendy/Susan/Lisa if not already left on the desk for the substitute teacher.

If you are not eligible for a substitute and will be out for the day, **YOU STILL MUST** call the school office to report your absence by 7:30 A.M. to report your absence and you must still enter it into ASOP and complete the white leave slip.

If you need to be out of school for a scheduled appointment, or you have to leave the building unexpectedly, approval must be obtained from the principal prior to your leaving. Once approved, and prior to leaving the building you must enter this loss of time into AESOP. Once the leave time has been entered into AESOP, please complete the white leave slip and place it in Lisa's mailbox for approval signature.

Any teacher desiring personal leave must submit a leave request form to the principal at least three days prior to date of absence. (except in a case of an emergency) After the leave is approved, The teacher should make appropriate arrangements for a substitute through AESOP. All leave slips are completed electronically. If you need one, Wendy can forward it to you.

Regulations regarding pay for different types of absences can be found in the Policy Manual.

When returning to school from an unexpected illness, the teacher will find a completed Leave Report Form in his/her mailbox. It will be expected that you immediately sign and return it to Lisa Molinaro or place it in her mailbox. This will help the office staff in ensuring that your leave is deducted from the correct category. If leave slips are not returned before the end of day, it leaves it open as to how to process your leave for payroll and then can only be entered as "Leave Without Pay."

LEAVE CODES:

➤ *Sick Leave/Family Sick Leave*

As an employee, you may access this leave for personal illness, injury, medical appointments, and to care for immediate family members. **You must report sick leave to the Lisa/Wendy as soon as you become aware that leave is needed.**

➤ *Personal Leave*

As an employee, you may access up to two days of your sick leave per school year as *personal* leave. Personal leave must be pre-approved at least 48 hours prior to the leave by the principal. Decisions are based on the instructional impact during the date(s) leave is requested. If a vacation or family event needs to take place during the school year, you may use your personal leave beyond 2 days with principal's approval if you have proven to be a teacher in good standing in "use of sick leave".

Substitute Plans/Emergency Plans

Contacts or Questions: Team Leaders/Administrators

In the event that you have a substitute teacher or an Instructional Assistant that will be teaching your students during an absence (full day or a portion of the day), you will need to have specific procedural information as well as specific lesson plans available.

Procedural information can be created and compiled into a folder or notebook that is to be used each time you are absent from your classroom. Procedures are critical in order to maximize instruction and classroom management. At a minimum, this information should be include:

- **Name** of teammate or nearby faculty member to contact with questions or needs
- **Class list** (including medical alert list/special notes)
- **Arrival procedures** (including details for teacher e.g. greet students at the door)
- **Opening procedures** (including: attendance, Morning Meeting plans)
- **Times and procedures** for each specific section of the day (include procedures for walking students to/from bathroom, lunch, specials, recess)
- **Times and procedures** for students attending resource classes or when specialists will work inclusively in the classroom (e.g. speech, G/T, reading, special education)

- **Special concerns**/needs of individual students, if applicable. Include accommodations that need to be provided to specific students (IEP, 504)
- **Behavior plan**; how to handle misbehavior (your steps); how and when to use Woodbrook Discipline Referral. Include behavioral contracts for individual students, as applicable
- **Dismissal procedures** (include procedures for assignment book check, packing up, room clean up, back pack notes)
- **AM/PM Duty assignments**, if applicable
- **Fire Drill/Crisis Plan** procedures and emergency folder accessible

When creating **substitute plans**, please make no assumptions that the substitute has had experience substituting or knowledge of specific content areas. You are expected to carefully write out detailed plans for every section of the school day (math, language arts, science, centers, buddy time). Plans should include details about assignments and how substitutes can provide support/accommodations to students during your absence. They should also include when students leave the room for services and with whom they will be with during that time.

Emergency Plans should be created to include 3-full days of lesson plans that a substitute can use in the event that you are absent and cannot generate lesson plans (hospitalization, accident, severe illness). Please provide this packet of Emergency Plans to Susan in the main office and she will keep them on file.

****These should be submitted no later than August 31st.**

11. Sick Leave Bank

The Albemarle County School Board maintains a sick leave bank to be used when a member becomes incapacitated by long-term illness or injury. Membership in the sick leave bank is voluntary. An employee becomes a member by donating one day of sick leave and one day thereafter whenever an assessment is required.

Requests for leave time from the bank must be made in writing (Sick Leave Bank Withdrawal form can be found in the office), and must be supported by a physician's statement.

Rules for use:

1. The first twenty (20) consecutive contract days of illness will not be covered by the bank, but must be covered by the member's own accumulated leave or leave without pay.
2. Requests for use of the sick leave bank must be made in writing prior to the absence for which the leave days are to be used.
3. A maximum of forty-five (45) contract days each school year can be drawn by any one member. The Administrator of the bank may make exceptions.
4. Days drawn from the bank for any one period of eligibility must be consecutive, except additional periods of disability resulting from recurrence or relapse of the original illness.
5. A member of the bank will not be able to use sick leave bank benefits until the employee's sick leave declines to zero.
6. Members of the bank will be assessed additional days of sick leave at such time as the bank is depleted to two hundred days.

7. Members utilizing sick leave days from the bank will not have to replace these days except as a regular contributing member of the bank.

Upon termination of employment or membership in the sick leave bank, a participating employee may not withdraw the days he/she has contributed to the bank.

12. Emergency or Law Enforcement Services

All calls to law enforcement agencies, or to CPS (Child Protective Service) are to be placed by the principal or her designee. The school health nurse can make first aid or other emergency services calls. If you should have any need to contact these departments during the regularly scheduled school day please see the principal or guidance counselor (Emily Holmstrom).

13. Smoking

There is no smoking allowed on any part of the school property. All Albemarle County facilities are smoke-free zones.

14. Alcohol/Drug Free Workplace

Albemarle County has a vital interest in maintaining a safe, healthful, and productive environment for its employees. The use of alcohol or illegal drugs, or unlawful use of prescription drugs undermines the quality of job performance, endangers co-workers and brings discredit to the County.

The County will not tolerate the possession or use of illegal drugs, alcohol, or the unlawful use of prescription drugs by its employees in any job-related context and is committed to the eradication of them from the workplace. This policy is not intended to prevent County employees from participating in social functions that are outside of County facilities or schools (where alcohol may be served). (Albemarle County School Board Policy #8-6)

15. Paraprofessional-Parent Communication

At no time should a paraprofessional discuss a student's behavior or academic progress with parents. As a teacher who has a TA assigned, please be sure to communicate to your TA that she should always refer such questions from parents directly to the teacher involved.

16. Adult Lunches

Food Services policy is:

NO ADULT LUNCHES ARE TO BE CHARGED. All adults are to pay for their meals at the time of purchase. The prices are higher for adult lunches because they are not subsidized, as are the student lunches. The cost of an adult lunch is \$3.15 and breakfast is \$1.65.

17. Mail

Each staff member has a mailbox. Mail will be sorted daily and placed in each mailbox. Please check your mailbox once in the morning and after lunch or the end of the day on a daily basis.

Often mailings come in that are too large to go in the mailboxes.

Please be sure to check the floor in front of the mailboxes for these large mailing (ex. book orders).

a) U.S. Mail: The U.S. Mail is delivered directly to the school daily. A tray is on the counter in the main office for outgoing mail. If you need to mail a school related item, Wendy and Susan can help you with the postage.

b) ACPS Pony: A supply of Pony Envelopes is located on the top of the mailboxes. When you receive something from the Pony we encourage you to remove the mail and place the Pony envelope with the others for someone to use to send something out in the Pony.

The Pony arrives in the morning. Any mail in the Pony bag by 9:30am will go out that same day.

18. After-School events: The administration has worked with the PTO to focus on key PTO Events that contribute to building a stronger school community. Teachers' presence at these events is expected. ***Grade level teams should coordinate attendance at these events so that all grade levels are always represented at each of the events.** PTO meetings are held the third Tuesday of most months unless a school holiday is scheduled. The dates for this year's scheduled events are as follows:

EVENT	DATE
PTO Movie Night	September 25, 2015 (6:30-8:30)
PTO Family Fitness Night @ ACAC	October 17, 2015 (6:00-8:00)
Woodbrook Family Picnic/Book Fair	October 23, 2015 (5:30-7:30)
PTO Movie Night	December 4, 2015 (6:30-8:30)
PTO Bingo Night	January 22, 2016 (6:30-8:00)
Sweetheart Dance	February 12, 2016 (6:30-8:30)
PTO Movie Night	March 11, 2016 (6:30-8:30)
PTO Fun Fair/Silent Auction	March 26, 2016 (4:00-7:00)
PTO/Special Teams Fun Run	April 26, 2016 (Time TBD)

19. Paychecks

Paycheck stub are delivered through the PONY the last workday of each month usually shortly before noon. Live checks are no longer available as all employees have their monthly paychecks automatically deposited. Stubs are placed in your mailbox for you to pick up at your convenience. Summer paycheck stubs are placed in your mailbox. If you want them mailed, you must inform Susan.

20. Commercial Movies/Videos

Videos are to be used for instructional use only. Due to copyright issues and other regulations, all movies should be cleared through Ms. Rebecca Thomas, our library/media specialist and the principal. Only G-rated videos or movies may be considered for use with students for any purpose. **ALL COMMERCIAL MOVIE** viewing should be announced in advance to the students' families, so that a parent has the choice to opt their student out in advance. If a PG movie is shown, teachers must secure written permission from parents prior to showing the movie and keep it on file for the remainder of the school year. Parents must also be provided in writing how the viewing of any given movie supports specific learning standards.

21. Instructional Day

Instructional time is precious and will be protected.

ALL visitors are **required** to stop by the office before proceeding to any classroom. Parents are to sign in and obtain permission, as well as, a visitor's pass in order to visit classrooms. If a parent comes to your room without a visitor's pass please explain our policy and send them back to the office to get a pass. Our Woodbrook Morning show takes place from 7:55-8:00 each morning and any intercom-loudspeaker announcements will only be used in case of an emergency. Teachers should plan ahead to avoid disturbing other teachers during instructional periods.

The Instructional Day **Albemarle County Public Schools Time Allocation for Instruction**

The scheduling of the school day provides a framework for instruction and is vital to the success of all students. Teachers and principals manage numerous scheduling variables and interruptions during the school day. It is essential to attend to the needs of the students and protect the integrity of the instructional program and its intended outcomes.

Research indicates that children demonstrate higher achievement in daily academic performance, as well as, standardized assessments when they have **uninterrupted** blocks of time to read, write, think critically, and solve math problems. In order to maximize time in elementary schools, it is necessary for classroom teachers to integrate instruction. Teachers provide additional instruction and opportunities for students to apply language arts skills in the content areas. These opportunities include communication in math (reading, writing, and talking about math), writing about and discussing observations in science, and reading, research, and writing about social studies topics. Teachers also use content reading materials for instruction in language arts. Trade books for science and social studies can be used for small, guided reading groups.

Recommended Minimum Time Allocations

The following time allocations are intended to provide guidelines to achieve a balanced and complete instructional program. In an elementary school, a minimum of 22 hours per week is devoted to the four core disciplines. The following time allocations are similar for all grades:

Language Arts: Instruction in reading, language study, spelling, and handwriting is scheduled for 90-minutes daily, with one hour and 30 minutes in an uninterrupted block in the primary grades, and one hour and 15 minutes in an uninterrupted block in the upper grades. An additional minimum of 45 minutes should be allocated 4x per week for Being A Writer curriculum.

Mathematics: Instruction is scheduled for a minimum of 60-minutes daily.

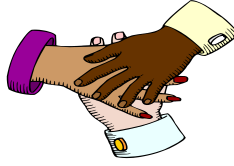
Science: A minimum of 30 minutes daily (with it also being integrated into language arts and math).

Social Studies: A minimum of 30 minutes daily (with it also being integrated into language arts).

The remaining time is used as follows:

- **Physical Education** is taught by the physical education for a minimum of 120 minutes per week, or 4- 30 minutes sessions per week.
- **Health Education (including Family Life Education)** should be taught in collaboration with the PE teacher. The Regular Ed teacher is responsible for teaching any part of the Health/Family Life curriculum that is not taught by the PE teachers.
- **Music** is taught by the music teacher for a minimum of 60 minutes per week for grades 2-5 and 30-minutes for PreK-2.
- **Art** is taught by the art teacher for a minimum of 45 minutes weekly.
- **Technology** instruction is expected to be integrated throughout the day in all subject areas.

Professional Learning Community (PLC)



As a Professional Learning Community, collaborative teams at Woodbrook meet each week for Professional Learning Community time. There are two common times built into each team's weekly schedule for one math and one literacy PLC. The teams follow a planned agenda in order to guide their work in answering the four essential questions: What do we want students to learn? How will we know if they learned it? What will we do for the students who have not learned it? What do we do for the students who have learned it? The **Woodbrook PLC Cycle**, is congruent with the Plan-Do-Study-Act (PDSA) Cycle seen in Albemarle County's School Improvement Plan. During collaborative learning time, teams unpack standards, create assessments, identify student-learning targets, and plan for instruction. This is also the time where teams explore best practices, share instructional strategies, and reflect upon their own instruction and student learning through data analysis and reflection. We will continue to place a heavy focus on the art of planning during our PLC block this year. All instructional planning is expected to be done in a transparent format (*Google Doc, OneNote etc.*) so that those team members who are unable to attend can see the results of what was discussed and planned and add to the process.

(Instructional Analysis & Response)

As a Professional Learning Community at Woodbrook, we believe that it is critical to analyze student-learning data to determine how students are making academic progress. To allow for this important and professional dialogue, we get together regularly to analyze data on an ongoing basis to plan our instruction. This work all starts with agreed upon norms that teams establish during pre-service week. We look to the following to guide us in our time together:

Identify Focus Area

- What are the student learning expectations from this standard?
- What do students need to learn and/or improve upon?
- What evidence do we have to support this?
- How will we assess student learning?

Examine Instructional Best Practice

- What research based instructional strategies may best support student learning?
- What does our own experience tell us?

Build an Instructional Plan

- How will we fit these instructional strategies in to a lesson or lessons?

Commit to Action

- What instructional strategies will we try before our next meeting?
 - Individually to meet the needs of your specific learner?
 - As a team?
- What evidence will we bring to our next meeting?

Implement the Plan

- Collect the evidence agreed upon

Reflect and Regroup

- How was student learning impacted?
- What evidence does each teacher have to support this thinking?
- What worked well that we should keep doing?
- What adjustments will we make?

Adjustments

- What will each team member continue or adjust in order to improve student learning?

Grading & Progress Reports

Report Cards are sent to parents quarterly (each 9-week period). **The classroom teacher should send home a mid-quarter narrative interim report to parents of children who have shown a lack of progress in any area.** Progress Report grades are determined by individual teachers and are based on student progress toward grade level standards and goals.

Collaboration for Determining Grades

Art, music, and PE, teachers determine grades for the students/classes that they teach. ESOL, and special educators should work in collaboration with classroom teachers for all LEP students (regardless of ESOL level) and students with an IEP. Reading specialists should also work collaboratively to communicate a student's instructional level and progress so that parents are hearing a consistent message from all teachers who support a student in a specific content area.

***Important Reminders:**

Grade level teams need to determine common grading procedures. There is no numerical calculating scale used to determine student grades in elementary school, e.g. no percentage or averaging numerically for grades PreK-3. In alignment with **ACPS, homework should be graded, but should hold no more than 10% of an overall grade.**

Teachers need to consider a variety of information in determining final grades, e.g. formal and informal assessment, progress made, work samples, student self-assessment and verbal/non-verbal participation. When parents ask for evidence a portfolio of student information should be made available.

Classroom teachers need to collaborate with ESOL and special educators to determine grades for all LEP and/or special education students.

22. Supplies

A supply of basic teacher items, such as staplers, staples, paper clips, pens, expo markers, post-it notes, and dispenser tape are provided to each teacher at the beginning of the school year. Requests for additional supplies can be made to Susan Reuschling or Wendy Graney.

Teachers are provided opportunities to help identify major instructional supply needs and are given funds to purchase supplies for classrooms. Each teacher will be given \$100.00 at the start of the school year to purchase any supplies or instructional materials they may need to enhance their instruction. Our 2015-16 Instructional budget is limited. However, if you have a need to purchase something to support your instruction, see the principal. Our priority will be to support student instruction first and foremost. (All outside of school teacher purchases must be made with the school credit card which is obtained from Wendy in the main office, and must have store receipts attached when the card is returned 24-hours later.)

It is expected that you consult with the principal concerning any major supply needs before purchasing. ****If you make a major purchase prior to approval you will be responsible for payment.**

23. School Credit Card Use

1. You may pick up a credit card from Wendy in the main office when you want to make a purchase. (During the summer months, Susan will be able to assist you.) If you want to take the card overnight, you may pick it up 2:45-3:15pm. **The card *must be returned to Wendy before 7:40 am the next morning with the receipt in hand.*** If food is purchased, a comprehensive list of students or staff must be provided to me. **At no time is a card (or its accompanying receipt) to be left unattended on Wendy's desk or placed in her mailbox. Should this occur, you would be responsible for any fraudulent charges or its loss.** In the event of Wendy's absence from work, please see Susan.
2. If you return a receipt with sales tax included, you will need to return immediately to the store and get credit. Wendy **cannot** accept a receipt with sales tax on it since we are a non-profit agency. Please alert the vendor that you are a tax exempt organization **prior** to being rung up. The tax exempt number is printed on the top right hand corner of the card.

3. **If you do not have the receipt, please do not try and return the card to Wendy.** You must return to the vendor and get a duplicate receipt. Please contact Wendy directly and let her know that you will be holding card while obtaining a replacement receipt – this needs to be done within the 24-hour loan of the card.
4. If you use the card on-line, please see the billing and shipping address below. If they are not entered correctly, your charge will not be processed and the accounting department will be notified of a card irregularity. Please be sure that all packages are delivered to Wendy Graney's attention. She will need to receive all goods and take ownership of the packing lists.
5. **Effective July 1, 2015, Wendy will no longer be able to accept receipts for any money that teachers spend out of pocket.** Purchases will now only be made using purchasing cards only. **Please do not spend more than you are budgeted for the school year.**

Any deviation from these rules – you will not be allowed to use the card. These rules may seem rigid but they are a compilation of rules other schools have put in place as a form of protection against loss, misuse and fraud.

Billing Address:

Albemarle County Public Schools
401 McIntire Road
Charlottesville, VA 22902
Phone: 434-973-6600

Email: wgraney@k12albemarle.org

If name is required, your card has a name assigned to it: Woodbrook 1, Woodbrook 2 etc.

SHIPPING ADDRESS:

Woodbrook Elementary
100 Woodbrook Drive
Charlottesville, VA 22901
Phone: 434-973-6600

Email: wgraney@k12albemarle.org

Attn: Wendy Graney

24. Student Services

Library/Media Center: WES operates an open library program except for periods when the library is closed for special events or for administrative purposes, which are announced in advance. The library is open from 7:55 A.M. to 2:20 P.M. each day for students and until the end of the workday for faculty. There are large block of unscheduled time available to support Project-Based learning opportunities and teachers should work in collaboration with the Media Specialist to design and support this work.

Guidance: Elementary Guidance is a support to the instructional curriculum in all of the Albemarle County Elementary schools. Elementary Guidance is developmental and preventative; that is, the primary focus is to help children with the normal process of growing up so as to prevent problems from developing later as well as to promote social and educational development.

Individual and group counseling services are available to students, and teachers are encouraged to refer students to the counselor when concerns arise. Student may also make appointments to see the counselor who has a mailbox to receive requests.

Title One: Title One is a federally funded program that provides additional help in reading to students who qualify. This assistance is provided in addition to the instruction provided in the classroom in grades K – 5.

Gifted: There is a full-time resource teacher on staff to serve identified gifted students through collaborative planning with the regular classroom teacher, as well as through a direct pull-out approach. Additional testing for eligibility into the program will occur throughout the year. Teachers are encouraged to collaborate with the gifted teacher to ensure that they providing the necessary enrichment to students in need within the daily schedule of instruction.

Special Education: All Albemarle County schools offer special education programs for children with special learning needs who qualify. Children must be referred and found eligible for this program. Teachers or parents can initiate referrals. This process begins with the SBIT referral. Donna Phillips will help take a teacher/parent through this process. When a child is found eligible for the program, an Individual Education Plan (IEP) will be developed between the teacher, the special education teacher, and the parent. This plan will determine the scope and goals for the child.

Speech Therapy: The speech teacher will screen all new students to our school during the first month of school. However, any student needing this service can be referred. The same procedures that apply to the special education program apply to the speech program.

25. Field Trips

The taking of field trips is controlled by the guidelines and regulations contained in the Albemarle County Field Trip Guide, which can be obtained on division web site at:

<http://esb.k12albemarle.org/com/browse.aspx>

You simply need to click on the link that reads "Field Trips and Excursions" and has the code IICA.

***Please familiarize yourself with the guidelines before scheduling a trip.**

To ensure thorough planning of the learning field experience, it is suggested that teachers plan field trips as a team. Additionally, countywide programs will be available for each grade level; these field trips will be funded separately from independent trips.

It is the teacher's responsibility to:

- a. Plan the field trip
- b. Complete and submit the Field Trip Request Form to Susan Reuschling, with a copy of the notification and permission form for parents' approval.
- c. Inform parents of upcoming trip at least three (3) WEEKS in advance of trip.
- d. Get permission slips for each individual trip
- e. Coordinate volunteers
- f. Notify the cafeteria managers of dates when classes will not be present and for any lunches needed for free-lunch students
- g. Assure that appropriate instructional preliminary and follow-up activities are provided related to the field trip.
- h. Prepare student name tags with full name & school identified
- i. Have a clear agenda of what students will do during the learning time away from school that provides an overview for chaperones as well.
- j. Send student's money to Wendy the day you receive it so that she can write a receipt.
- k. Send the names of students needing financial assistance for trip expenses to Wendy Graney
- l. Check with Wendy Graney three days prior to the trip to ascertain the financial status of the trip. If funds are unavailable, the trip may need to be canceled.

26. Language Arts Portfolios

Each child has a Language Arts Portfolio that accompanies him/her through the grades and is maintained separately from his/her working writing folder. Each teacher is to add a minimum of one (1) piece of writing for each semester that the child has produced through the writing process and had been scored using the county scoring writing rubric. The portfolio data can be a means of documenting student progress which can be shared during parent conferences. It is another source of information/evidence if there is need to take the child through the School-Based Intervention process. As the child's teacher you are responsible for including the following:

- 1) a quarterly running record (which includes fluency, accuracy and comprehension) that supports the grade and level that is marked on the child's report card for that quarter.
- 2) The following should be included 3x a year: grade-level fluency assessment, the DSA, and a formal writing prompt as defined in the assessment matrix.

27. Curriculum Guides –SOL Objectives

Albemarle County provides and expects the use of curriculum guides and our FQL to give direction, sequence, and content to the instructional program. These are to be used as instructed.

All teachers must have up-to-date the SOL frameworks and objectives and blue prints to which to refer in planning and goal setting for each subject area taught. Copies can be obtained on our county website. You should become familiar with all of these important resources and should access them routinely as part of your planning.

Each teacher/grade level will prepare a curriculum map and pacing guide to cover his/her instruction for the year.

Curriculum maps will be developed with team members and filed in the principal's office no later than the end of the second full week of school. These should also be provided to Martha Smith so that she can post them on the server for others to access. Team Leaders are expected to ensure that this is completed for their team.

**If revisions occur throughout the year these should be made known and shared with the principal and sent to Martha Smith so that they can be uploaded to the server for specialist to refer to for their planning.*

Each of the county curriculum and SOL frameworks can be located at the following link:

<http://schoolcenter.k12albemarle.org/education/components/scrapbook/default.php?sectiondetailid=50194>

You need to select each content area individually in order to access the curriculum.

Please use your best professional judgment on the selection of any material that is not in the approved curriculum. Please consult with the Principal as you make your selections.

Decision Regarding How to Handle Winter Holidays

In deciding what activities are appropriate to provide students in a public school setting during the winter holidays, the faculty and staff felt strongly that we could not deny the holiday season with total neutral behaviors. We believe that it is important to demonstrate that we value the diversity in our community but that we also need to recognize the excitement and the emotions that are being demonstrated by our students during this season. Therefore, we have agreed on the following procedures to guide our behavior at this time:

Procedures for Handling Winter Holiday Plans

1. The three weeks between Thanksgiving and the winter holidays are not to be thought of as "a getting ready for Christmas time" in the classroom. Art activities, singing Christmas music, and read alouds on religious themes will be excluded. The regular art and music curriculum will be followed.
2. The study of religious cultures is covered in the kindergarten and first grade curriculum. These are the only grade levels that need to cover this topic in their instructional program.
3. Religious symbols will not be displayed in the building.
4. Art work during this period should reflect the expectations of the art curriculum. Winter holiday themes may be used.
5. The faculty and staff would like to promote the feeling that this time of year is a festive time when we celebrate a season of sharing and service to mankind. Service projects promoting kindness to others will be encouraged. Newsletters and communications home should reflect service and giving.

28. Teacher Contract Hours

(See page 8 in previous section for further details)

In addition to the 180 instructional days, teachers are responsible for 20 additional contract days. Teachers are contractual employees, therefore if there is a need to work beyond the regularly scheduled hours, it is expected that all employees will meet this expectation.

On in-service and building level days, teachers work a *minimum* of 7.25 hours.

29. Meeting and Supervising Classes

All teachers will meet with assigned classes at the specified time and place and will remain with their classes for the duration. Safety of all students must be foremost in everyone's mind. Whether in the hall, cafeteria, science class, playground or any other area where students are; **Care must be taken that students are monitored and supervised at ALL times.** If you need to walk away from your class, please seek out the assistance of a TA or call the office to ask for someone to come and cover for you while you are away. **At NO TIME should students be left unsupervised. Students should not be sent to teacher workrooms to retrieve papers from the copier. There is confidential information sent to these printers by others and we must ensure that they are secure. Teacher workrooms are for teachers and TA's only.**

- a) Dropping off and Picking up students from specials and/or transitioning between classrooms.
Out of respect for our teachers and students it will be the expectation that each classroom teacher will arrive on time for any class including art, music, PE, and library. This will assure that ALL students receive the correct number of minutes of instruction in each of these important curricular areas.
- b) It will also be the expectation that all teachers pick-up their class on time. In doing this we show that we value the time and work of all teachers. Every minute that you are late is one minute less instruction that the other students get from the teacher.
- c) The specials teachers are not responsible for supervising your students after they have finished teaching your class. If you are late, your students will be left unsupervised in the hallway and this can create an opportunity for problems to occur.

30. Dismissal Procedures

In keeping with supervision of our students it is now the expectation that **every classroom teacher will be expected to walk their class all the way out to the bus stop at the end of each school day.** We will continue to have non-classroom teachers supervise the hallways. However, this will not be in lieu of the classroom teacher. It will be in addition to the classroom teacher. If you are unable to walk your class out, it is your responsibility to contact the main office with the name of the person who will assume this responsibility for you.

31. Suspected Child Abuse/Neglect

As required by state law, all cases of suspected child abuse and/or neglect are to be reported. The procedure for Woodbrook Elementary School is to report your suspicions, findings/concerns to a school administrator or the Guidance Counselor. Reports will be made to the proper agencies by the administration. Throughout the process, the teacher will remain anonymous to the parents or guardians.

Reports will remain confidential and staff members are encouraged to respect the sensitivity of the issue and refrain from discussing the alleged incident with any other staff member or non-employee.

32. Moment of Silence

At Woodbrook Elementary School, we use the following explanation regarding the moment of silence observed during opening exercises for the first five (5) days of each new school year:

“In our country we have religious freedom. We have a rule in our schools that we must sit and be quiet for one minute. During this time we can meditate, pray, read, write, draw or rest. We don't have to do anything as long as we are sitting and quiet. You should ask your parents to tell you more about why we have this time of quiet. They can help you decide what you should do during this time.”

33. Folders

a) Substitute Folders: Each teacher will maintain a substitute folder. Susan Reuschling will keep substitute folders on file in the office for everyone's convenience. Folders should be updated as information becomes dated or if contents are used. Every teacher **is expected to have a minimum of 3 days** worth of emergency plans ready to go at all times.

b) Confidential (Category II – Green) Folders: There is a sign out sheet at the beginning of each teacher's class in the file drawer located in the vault. When you have to remove a green folder, please write your name on the sheet, the child's name and the date removed. Upon returning the green folder, simply date the sheet under returned. This procedure should make it easier for everyone to locate folders when needed.

REMEMBER ALL FOLDERS MUST BE RETURNED AT THE END OF THE DAY TO BE LOCKED IN THE VAULT.

Only school personnel are authorized to handle green folders. Volunteers may not be used. Anyone who is checking out a green folder must sign the form. If the folders are removed from the office, confidentiality must be maintained at all times and the records must be returned to the proper place in the vault by the end of the day. **GREEN FOLDERS MAY NOT BE REMOVED FROM THE SCHOOL PREMISES.**

c) Cumulative Folders: The cumulative folders (cream colored) should contain the following information:

- a. Registration Form
- b. Birth Certificate
- c. Social Security Card
- d. Cumulative health physical fitness card
- e. Health information required for entrance to school
- f. Standardized test data form
- g. Copy of previous report cards
- h. Label on inside cover indicating that a Category II is on file separately (not all students will have one)
- i. Transfer records, if applicable
- j. Anecdotal records (signed and dated)

Cumulative records should never leave the school building – FOLDERS SHOULD NOT BE KEPT IN CLASSROOMS OVERNIGHT.

Derogatory statements about students should not be recorded in the cumulative folders.

When a parent requests to see a cumulative folder, this request must be authorized through the principal. The principal or her designee will review the records with parents, however teachers should know that all information in the folder must be made available to the parent.

If a parent gives a teacher a copy of a written report from an outside agency that may have worked with a student (*testing, therapy, medically*) this report should be brought to the attention of the principal immediately and then the report will be housed in a CATEGORY II (green) file. Authorized school personnel or other persons may only view cumulative folders with written permission from the parents.

34. Purchasing of Supplies

DO NOT purchase anything for which you expect reimbursement unless you have authorization from the principal/Wendy prior to purchase. Receipts marked "paid" are required to collect reimbursement. Obtain a tax exemption form from the bookkeeper to submit at time of purchase. Always be sure materials you have ordered have been checked in through the office before you take them. All purchases must be properly checked against receiving reports.

35. Safety

a) Supervision of Student Activities to Prevent Injury: Good supervision of pupil activities to prevent injury requires teachers and other staff members to be alert to the possible harmful consequences of any activity in which the students might be engaged. Observed pupil activities that are not being conducted according to stated guidelines, accepted safety practices, or good common sense should be stopped immediately. Good supervision is intervention in a possible injury causing activity before an accident occurs—not afterwards.

The swinging, mishandling or throwing of any hard objects by students in or outside of the classroom for any reason is prohibited.

b) Sending Pupils on Errands: Teachers should take care of all matters and gather all needed materials before school begins or after the students are dismissed at 2:28 PM. Students may be sent on errands in case of an emergency. The teacher must consider the nature of the errand, the age and size of the child, and the safety of this child. Ask yourself, “Is it reasonable to ask this particular child to go on this errand?” Children may not at any time:

1. Move any heavy equipment that might topple over on them;
2. Travel through the parking lots to obtain items from teachers' cars.

c) First Aid: The persons who are certified to administer first aid are the Nurse, secretary, principal, the physical education teachers, and any other First Aid certified staff member. In the event of an illness or an injury that requires first aid treatment, take the child to the school nurse/secretary immediately. In the event a child cannot or should not be moved, the supervising adult should remain with the child and should send the nearest adult or, in the absence of an adult, the most responsible child to the school nurse/secretary for assistance.

Staff members in charge of an injured student at the time of the accident **must** (for legal purposes) complete the accident report form.

Clinic: The clinic is in the main office. If a child appears seriously injured or ill, the teacher should send the student to the office with a **Clinic Referral Form** to have his/her temperature taken or injuries checked. No medications may be dispensed without parental authorization. These are available in the main office. Teachers should have a supply on hand in their classroom at all times.

SPECIAL NOTE: Medication may be dispensed by office personnel only. If a parent shows up in your classroom with a prescription medicine, please send the parent, child and medicine to the main office.

36. Communication

Daily Attendance Reports: **Between 8:05am and 8:45 A.M. each day** student absences are to be reported to the office through the use of our electronic reporting system *PowerSchools*. Teachers are not required to keep registers but should maintain an up-to-date class roll in their plan book at all times.

Attendance each school day is important. Any absence, which the teacher suspects may be unjustified, should be reported immediately to the office. Excuses for absences should be sent to the main office the day they are received. **Since we call parents to check on students who are absent it is imperative that attendance be reported accurately.** There is nothing worse than a parent getting a phone call that their child is absent from school when they know that they put their child on the bus or dropped him/her off at school that morning.

BUS NOTES from parents should be sent to the main office for approval and sent up in the morning in your colored class communication folder. All approved changes will be returned in your attendance folders that get delivered to you in the afternoon. There must be matching notes if a child is going home with another child. Bus drivers are now *required* to have an approved bus note from the office in order for the child to get on the requested bus.

NINE WEEK ASSESSMENTS: A report card will be issued to parents each nine weeks for students in grades K–5. The report card may be the tool you use to conference with parents prior to handing it to them. Parent conferences are conducted near the end of the first nine weeks. These will take place on 10/29 and 11/05 from 3:00-7:30. **However, it is important that every reporting period reflect a well-written professional comment from the teacher. Comments are not just for parents, they are often referred to when a child transfers to a new school.**

Comments must be carefully crafted to make certain that they accurately reflect the student's performance and they convey clearly the student's progress during the nine weeks. **Comments stay with children forever so take care in what and how you report your information.** Parents and other professionals are counting on you to let them know about a child's progress. You can expect to have your comments read by the principal or a colleague each quarter. Grade level teams will be notified well in advance as to when comments will be required to be submitted to the principal for review. All report cards are sent home 10 days after the close of the quarter.

Inserts from Title 1, Special Ed., ESOL, Speech, P.E., Art and Music should be organized by classroom and *sent to the classroom teacher 2 days before* the report cards are to go home.

Reporting to Parents:

Title I guidelines specify that Title I teachers' communication with parents may be scheduled in conjunction with classroom teachers method/schedule. Title I teachers will send, by U.S. mail, a minimum of one narrative report to the parent/guardian of each student in this program. The principal will preview this communication prior to mailing it to parents. In addition, Title I teachers should meet with each parent/guardian at least once each year.

There are many methods of reporting progress of students to parents such as report cards, home visits, conferences, written notes, telephone conversations, informal conversations, written comments on assigned work and students work sent home daily or periodically. It is expected that each grade level will establish procedures for sending work home to parents for signatures or recognition.

The report cards and narratives are the formal reporting system. Report periods are 45 teaching days and report cards are issued approximately 10 days after the close of the period. **All team members MUST follow this schedule.** Use the marking system designated on the report card, progress report, etc., on all school records.

It is good practice to let parents know ahead of the formal report (in a personal conversation) if the student is not in your opinion making acceptable progress. Comments should include information about why the student is having difficulty.

At least one conference a year should be requested with parents and always scheduled for after school hours or during your planning time. Instructional time should not be used for parent conferences unless it is an emergency, in which case approval from principal is required.

REPORT CARD Procedures

- Make sure that you have received all addendums (ESOL, Gifted, Speech, Special Ed and PE, Art, Music report cards).
- ALWAYS use **BLACK** ink to sign your report cards.
- All report cards should go home in the **WHITE Albemarle County Schools envelopes**. Let Susan know if you need any of these envelopes.
- Personalized comments regarding student's instructional progress should be included for *each student* in the "Comment" section.

Notices Sent Home to Parents: Whenever you send out a general notice to all parents about anything whether it concerns classroom rules, changes in procedures, announcement of special class functions, etc., **please share the notice with the principal before it is distributed.** All official written communication needs to be shared with the principal.

It is an expectation that every teacher send home a newsletter communicating the learning targets and events of the classroom at a minimum monthly. (Several of you do weekly, and parents have commented on how much they appreciate this level of communication.) Again, a copy of your newsletter should be emailed or hardcopy placed in the Principal's mailbox. It is also encouraged that you place the newsletter on your webpage so that parents can retrieve at a later time if needed.

37. Conducting Parent – Teacher Conferences

All teachers are expected to hold parent-teacher conferences for one or more of the following reasons: to become acquainted, to report pupil progress, to describe a program, to examine a problem, and/or to answer parents' questions or hear their concerns. Parent-teacher conferences are to be carefully planned and managed. Conferences are to be held in privacy and with only the parents of the pupil being discussed and if desired the student. In conducting conferences, teachers are to develop an atmosphere that is business-like, yet not strained. Teachers are to be tactful in presenting views and comments to parents. When conversation shifts to other topics, the teacher is to guide the discussion back to matters being discussed. Conferences should be terminated when each party understand what has been decided.

PLEASE NOTE that Albemarle County School Board states that parents must be seen or contacted for a conference by December 15. **If you cannot get the parent to come in for a conference, documentation of attempts to meet the parent must be provided and shared with the Principal.**

38. Process for Referring Children with Special Needs

If a teacher is concerned about a particular student in his/her class, he/she should follow the sequence listed below, beginning with a referral to the grade-level team for discussion and suggestions.

PLC PPROBLEM SOLVING MEETINGS: The purpose of the PLC Meeting discussion is to address the needs of the student as he/she participates in the classroom learning community at the Tier 1 level. All team members should participate in the discussion of information relevant to the issue, follow-up on request, and make suggestions for achieving the desired goal(s).

SCHOOL BASED INTERVENTION TEAM (SBIT) MEETINGS: If the suggestions from the team meeting do not appear to be successful in helping the learner make acceptable progress in the regular classroom, the next step is referring the student to a SBIT (School-Based Intervention Team) discussion. The purpose of this meeting is to collegially problem solve with specialists as well as team teachers and identify potential interventions for individuals who are not experiencing success in the regular class. Participants include: Principal or Designee, Chairperson (Donna Phillips), School Psychologist, Special Education teacher, referring teacher, and others as deemed necessary. Student products and evidence of student problem areas are necessary to help the group in decision-making. Please do not come to an SBIT meeting unprepared with evidence of student work samples, adjustments made instructionally and student outcomes.

RTI MEETINGS: If the recommendations from SBIT include consideration of a handicapping condition, the referring teacher should complete and forward the Referral to Child Study Form to the principal. You can get this form from the Special Education teacher who supports your grade level. The student's teacher(s) should bring anecdotal notes, samples of work, assessment results, and examples of intervention strategies already used. These meetings will be held in our conference room which is now located in the Bookroom.

ELIGIBILITY MEETINGS: If the Child Study Team recommends a Special Education evaluation, the Special Education Team member assigned to that grade-level will coordinate the evaluation process; this includes all paperwork to the parents notifying them of the procedure and requirements, the completing of educational testing/assessments and write-ups, and the transfer of such information to the Central Office. Eligibility meetings are scheduled by School Psychologist and held in our bookroom/conference room.

39. Student Possessions Brought to School

Students may not bring **KNIVES, DANGEROUS OBJECTS OR "LOOK ALIKE" WEAPONS** to school. Students must obtain permission from the teacher and principal before bringing anything other than regular school materials to school -- dogs, snakes, toys, electronics, etc. Students must also obtain the permission of the bus driver before bringing unusual materials on the bus. Student cell phones are permitted, but are required to stay in the students' bookbag during the course of the school day with the ringer on silent. If a student needs to use the phone they should use the classroom phone or the phone in the main office. Students are permitted to bring their own personal iPads/iPods to school, but do so at their own risk. We are not responsible for any lost/stolen/damaged products.

40. Enhancing Student Morale/Self-Discipline

It is important for each of us to do our part to make our school a safe and comfortable environment for learning. The teaching/learning process can best take place when there is continual emphasis on respecting people and property. Students are expected to conduct themselves in an appropriate manner, to be aware of and use the support systems available to them to solve their problems in a positive, productive manner. The Responsive Classroom approach is a school-wide expectation and one that teachers are personally held accountable for implementing. Student Morale/Self-discipline is modeled best by the adults who interact with them.

Good order must prevail in the classroom. It is the teacher's responsibility to create this situation. It is best that teachers handle disciplinary problems that arise but in no instance should they fail to seek the assistance of the principal if needed. In short, the teacher is in charge of the classroom and has at his/her command the necessary authority he/she needs.

Thorough and careful planning is the key to good order. The teacher must provide classroom procedures for appropriate behavior. Teachers should work as a team, when necessary to implement a "Safe Spot" approach. If a student should need to be sent to the office, **a Discipline Referral must accompany the student when he/she comes to the office.** The teacher should fill out the referral. ***Please note that, as with other sensitive information, other involved students should not be named in the write up. The referred student's parent will be signing and returning this form and it breaks confidentiality.* For "emergency" situations, the teacher can fill out the Discipline Referral form after the office visit, but it should be turned in before the teacher leaves the building. Teacher-parent phone calls are required as part of the follow-up for referred incidents (see page 41 for Discipline Referral format).

It is best to inform the principal of any problem on which the parent might call the principal. **It is wise to let the principal read the notes that are being exchanged between the parent and teacher concerning disciplinary problems if the problem is extreme.** The principal should be made aware of any and all discipline issues regarding buses.

Each teacher should expect his/her children to be orderly in the halls, cafeteria, and rest rooms just as they are in the classroom. Show students that you expect proper behavior from the beginning and stay with them until they can be trusted to be more independent. Accompany children in hallways when moving from place to place – this could prevent potential mischief on the way to buses after school, to other teacher's classes, etc. **Emphasize good manners and in the RC-Way have students practice what it looks and sounds like to be courteous. The more we use interactive modeling, the more likely a student will be to repeat the desired behavior.**

41. Pupil Safety

The teacher is responsible during the entire school day for the welfare and safety of his/her students. The guiding rule is to foresee and avoid situations that are potentially dangerous for children. We need to be reasonable and prudent in making decisions about student safety. When the teacher leaves the classroom for any reason, he/she is still responsible for the welfare and safety of students. Students need to be adequately supervised at all times, this means active supervision, involvement with students by walking around, talking with them, and participating in their activities throughout the school day.

Restrooms seem to be a hot spot here at Woodbrook. Many of our acts of bullying and inappropriate behavior happen in this location. Teachers must be vigilant in remaining aware of students who leave to use the restroom. In order to ensure the safety and well being of all students we will limit the use of the bathroom at lunchtime to extreme emergencies. Any kindergarten through grade three student will need to be taken to the restroom by one of the adults supervising lunch. No more than one student is permitted in the boys and girls bathroom during lunch at a time. TA's and other supervisors will need to enforce this and we will use only one pass for boys and girls to assist. All students will be told that they will be able to go to the restroom before going outside. Teachers will be expected to review these expectations with the TA's who support their grade levels.

**Bathrooms rate as one of the most frequented places in which bullying occurs at the elementary level. We have an obligation to put things in place that prevent this type of behavior from happening. Morning Meeting is a great avenue to develop problem-solving strategies with students.*

SCHOOL-WIDE RESPONSIVE CLASSROOM EXPECTATIONS

At Woodbrook, we work daily with our students to develop the C.A.R.E.S. traits. A student who comes to school each day and shows that he/she CARES is likely to experience greater academic, social and behavioral success. As teachers, we put structures and routines in place through Morning Meetings, Class Meetings and a variety of other opportunities that allow us to work with students to help them grow to become:

Cooperative

Assertive & **A**ccountable

Respectful & **R**esponsible

Empathetic

Self-Control

Teachers are expected to help develop these traits in student through continues instruction and interactive modeling. These traits are often what we recognize are missing when a student misbehaves, and if we are assuming that they have been taught to them prior to coming to school then we are making a mistake. We cannot hold a child accountable for demonstrating something that we have not explicitly taken the time to teach. With the above traits as our guide, we work with students to help them see the following expectations as something that will contribute to their overall success. It is also an expectation that the adults in the building demonstrate these same traits and are held accountable by their colleagues when they fall short.

STUDENT EXPECTATIONS

1. **We expect students to be engaged and active participants in the learning process.** *(Cooperative)(Responsible) (Accountable)*
2. **We expect students to show respect for self, others, and school property.** *(Cooperative) (Respect)(Empathy)*
3. **We expect students to be fully prepared and on time.** *(Responsible)*
4. **We expect students to demonstrate efficient work habits and remain on task.** *(Cooperative) (Self-Control)*
5. **We expect students to be problem solvers (a part of the solution).** *(Cooperative) (Assertive)*
6. **We expect students to attend school regularly.** *(Responsible)*
7. **We expect students to be responsible for their own actions.** *(Self-Control), (Responsible)*

****Please take time daily to review these expectations with your students daily during the first two weeks.**

WOODBROOK ELEMENTARY SCHOOL

PARENT PLEDGE

The teachers, staff and administration of Woodbrook Elementary School are committed to a quality education for your child. Only through an equally strong commitment from you, the parents, can your child achieve the best results. For the benefit of your child, we urge you to pledge the following:

1. **I will send my child to school regularly, on time and prepared each day for class.**
2. **I will encourage my child to cooperate fully with the teachers, school staff, and principal.**
3. **I will encourage my child to meet the school, classroom, playground, and bus expectations.**
4. **I will support the discipline consequences administered by school officials and I will follow up with my child at home if a situation arises that needs my support.**
5. **I will accept the responsibility for providing my child with the necessary materials and supplies in order for him/her to perform at his/her best.**
(Please contact the main office if this is a problem for you or your child; we are always here to help our families.)
6. **I can be counted on to contact the school or participate in a conference, if the need should arise or if my child's teacher makes a request.**
7. **I will attend all meetings to show my child I support him/her in his/her learning and academic achievements.**

I recognize that if I do not support the expectations of this pledge, I will not be acting in the best interest of my child and his/her education.

Student's Name

Parent's Signature

Teacher: _____

Grade: _____

Date: _____

Woodbrook Elementary School Disciplinary Referral

Dear Parent/Guardian:

Your child was referred to the administrative office because of concerns regarding his/her behavior. Your support is very important and helps encourage successful behavior at school. After you review the information below, please discuss the situation with your child. Please share any comments you may have, sign and return the form to the school's main office. If you desire additional information, you may call the administrator listed below at (434) 973-6600. Thank you for your support.

Student _____ **Grade** _____ **Teacher** _____
Date: _____ **Time of Incident:** _____
Description of Incident:

C.A.R.E.S. expectation not met:

___ Cooperation, ___ Assertion, ___ Accountability, ___ Respect, ___ Responsibility,
 ___ Empathy, ___ Self-Control

Preventive actions taken prior to referral:

___ Immediate administrative action warranted	___ Safe Spot/ in another classroom
___ Warning	___ Support Center
___ Safe Spot in classroom	___ Contract/behavior plan
___ Referral to school counselor	___ Parent contact
___ Detention type: _____	___ Verbal warnings

Referred by: _____ Title _____

Administrative Action: For Office Use Only SASI Code: _____

Action Taken:

___ Conference/Warning	___ In-School Time Out (Time) _____
___ Parent Contact	___ In-School Suspension ___ day(s)
___ Parent Conference	___ Out-of-School Suspension ___ day(s)
___ Mediation/Guidance Counseling	
___ Other _____	

Administrator Comments: _____

Date: _____ **Administrator's Signature** _____

Parent/Guardian Comments: _____

Date: _____ **Parent/Guardian Signature:** _____

WOODBROOK EXPECTATIONS

(Please Review with Students every day during Morning Meeting for the first two weeks of school to develop building level consistency)

1) Student Conduct

The purpose of our discipline policy is to increase academic achievement and student responsibility while reducing student misconduct, thereby improving the overall educational climate. Students are expected to conduct themselves in an orderly, courteous, dignified and respectful manner at all times. Each student should recognize his/her rights and responsibilities. Cooperation and communication are skills that will enhance friendship and self-respect. Behavioral expectations, respect for self and others, respect for building and property, and self-control are key when following rules.

Students are required to conduct themselves in accordance with the standards outlined in Section IX of the Policies and Regulations Manual of the Albemarle County School Board. Procedures for enforcement are also contained therein.

http://esb.k12albemarle.org/Reference_Library/ESB_Policies_and_Regulations/Policies//JFC_1213.pdf

2) Classroom Expectations (C.A.R.E.S.)

BE COOPERATIVE by listening to and working with your teachers, classmates and school visitors.

BE ACCOUNTABLE for yourself and your learning by coming to school prepared with your books, homework, notebooks, and ready to learn.

BE ASSERTIVE by standing up and doing the right thing. Protect and care about those around you while demonstrating your desire to be successful in learning and life.

BE RESPECTFUL to yourself and others. Respect our school and all that is a part of it.

BE EMPATHETIC by showing that you care about others and their feelings. Always tell the truth about yourself and others.

SHOW SELF-CONTROL so that you can make the right choice at the right time.

BE THE BEST STUDENT YOU CAN BE BY...

Being in the right place, at the right time, doing the right things, with the right materials and everything will be alright!

3) Hallway Expectations

- a. Students are expected to walk “on track” through the hallway. Teachers should reinforce that “on track” means . . .
 - i. Talking only in a quiet voice to show respect for others
 - ii. Single File on right
 - iii. Hands/ Feet to self

4) Playground Expectations

Playground Supervision is a Priority for Playground Safety

Recently, Albemarle County Public Schools has spent thousands of dollars to upgrade our playgrounds and to replace playground equipment that did not meet current safety standards. Despite numerous improvements, the majority of injuries at elementary schools still occur on playgrounds. The following suggestions for improving supervision may reduce the number of injuries at our school:

- a. A classroom teacher must accompany and supervise each class as it walks to the playground and remain with students during play.
- b. There is no standing on top of horizontal bars.
- c. Students always use the steps up the slide, and sit down, facing forward. Students should play one at a time on the slide. **(No walking up the slides.)**
- d. Only one student per swing. Swings should not be used to go from side to side. This could be very dangerous if two swings were to collide. There will be no jumping from or standing up in swings.
- e. Students should be courteous and respect others, and demonstrate the self-control needed to ensure their safety and the safety of others.
- f. Students or teachers should report any vandalism, hazardous trash, or broken equipment to the office.
- g. No food or drink will be allowed on the playground equipment.

Rules: *All playground areas have large signs posted that state the basic playground safety rules, which list individual safety procedures that relate to specific on-site equipment. Make sure all students know and understand the rules and how to use the play equipment that is appropriate for their age group. Review these guidelines daily at the beginning of the school year, and model for students what it should look like when equipment is being used. Before students play independently, take time to have students model the correct way to use the equipment. (RC-Interactive Modeling)*

Clothing: *Pay attention to student clothing, particularly hood strings, which can get caught in playground equipment and can entrap students. Children should not wear items with dangling parts while the children play on equipment because the possibility of accidental strangulation is a real*

threat. Be aware of students wearing open-toed shoes or flip-flops when using the equipment.

Proximity to Students: An effective adult supervisor stands close to the students as they are playing. By being close to the students, the adult can hear student activities better and is able to anticipate a dangerous activity before it happens. When an adult is within close proximity, he or she serves as a visual reminder to students that they are being supervised. If a dangerous situation occurs, the student can then easily hear the adult's verbal warning.

**ALL teachers are expected to supervise recess. TA's should never be in the position to supervise without another teacher.*

**Teachers are expected to take one location of the playground and supervise. The field should not be used by students for soccer/football unless an adult is on the field with students supervising. Teachers will receive a memorandum of understanding if students are left unattended.*

5) Cafeteria Expectations

Helping Students Be Successful in the Cafeteria for the Year

In order to teach and support students as they begin the year as a dining community in the cafeteria, we ask that each teacher walk through the serving line with the students, model the language that we want our students to use as they order their lunch, and review expected cafeteria and dining behavior as they are seated for the first full week of school. This will allow teachers to observe those behaviors that will require additional attention and support. This ensures that all students understand the expectations and are able to dine comfortably and safely throughout the year. Prior to coming into the cafeteria, take time to ask students to state what expectations they are expected to demonstrate and then charge them with observing how their classmates are doing at meeting those expectations, and share their observations when returning to the classroom after lunch. **MODEL-MODEL-MODEL what we should expect.**

***ALL teachers are expected to eat with their students for the first 8-days of school to observe how students are meeting expectations. You will use this information to reinforce, remind or redirect behaviors.*

Entering/Exiting Cafeteria

Please escort your class to the cafeteria and walk with them all the way up to the serving line daily. Teachers are welcome to leave the cafeteria once students have been walked to the serving line and reminded to pick up the items they need. Please arrive to the cafeteria on time and check assigned tables and floor to ensure student helpers have thoroughly completed their job. As classroom teachers you are expected to have a table washer and trash collector who will be responsible for ensuring that the café is ready for the next group.

ENTRANCE TO SERVING LINE

With the double serving line, teachers will need to sure to train students in how to enter the cafeteria and go through the serving line. All students will enter through the main cafeteria doors. One class will go in/out through one set of doors, while a second class will simultaneously go in/out through the second set of doors. Students will enter their lunch numbers at the center between the two sets of doors. This will make getting a lunch served to students/staff significantly more efficient, allowing students more time to eat and socialize.

Schedule & Seating

Since there is a tight schedule, it is imperative that teachers arrive on time to pick up their students since another class will need to sit in the seats when they arrive. Students will have an opportunity to sit where ever they want since tables will not be assigned. High café tables are only available to grades 2-5. Lunch schedule and supervisors are as follows:

LUNCH SCHEDULE

TIME	GRADE	LUNCH SUPERVISORS
10:55 – 11:20	Fifth Grade	Emily Holmstrom <i>M W Th F</i> Rebecca Thomas <i>T</i>
11:15 – 11:40	Second Grade	Jenny Burgess TBD
11:45 – 12:10	First Grade	Stephenie Mack Susanne Sachs Ceann Wombacher Karen Cooper
12:00 – 12:25	Third Grade	Bronwyn Murray <i>M T Th F</i> Zen Mackenzie
12:25 – 12:55	Kindergarten	Miriam Carratt Rosemarie Hanley Sarah Schmit
12:55– 1:25	Fourth	Bonnie Herring Paula Loving

All grade level teams are expected to take the time to inform their TA lunch supervisors of the expectations that students need to be held accountable for meeting while in the cafeteria. If a child is going to remain in the room or report to another location during lunch the teacher should present a pass to the Supervisor on duty so we know where all students are at all times.

**Bathrooms will not be used during lunch without an adult accompanying them. Only one student pass will be available for boys/girls. Teachers will need to ensure that students are made aware of this expectation.*

Student Expectations for the Woodbrook Café

- A. Use an inside voice at all times, when talking and listening to your friends
- B. Stay in our seat. However, if we need to get up, raise our hands to notify an adult that we need assistance. (Use a bathroom pass when needed)
- C. Use good manners. When asked about a choice, we say "Yes Please" or "No Thank You"
- D. No sharing food or trading food. We never know when a person could have an allergy and we do not want to be responsible for causing a friend or classmate distress
- E. LEAVE NO TRACE! Pick up all trash (Even if it means that it is not ours). This is your school; keep it beautiful. (*Respecting Mr. Joe is what it is all about*)
- F. Once we have sat down with our lunch we are not permitted to go through the line again without permission from an adult
- G. If you are not going to eat in the cafeteria you must provide a written pass from the teacher you will be dining with to the TA on duty.

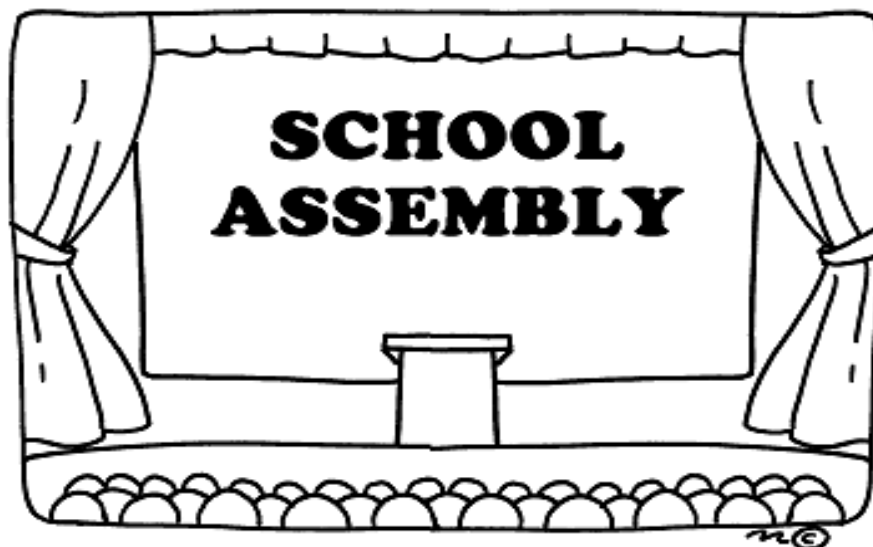
School Assemblies

Each year, our school works in cooperation with the PTA to offer a variety of performances, cultural art events, and other assemblies. Dates of upcoming assemblies will be available in the Woodbrook Weekly and on the Web Page calendar once events are scheduled.

Assemblies will be held in lieu of regularly scheduled classroom activities and special classes. Should an assembly occur during a time you regularly have a special class, (PE, music, art); the specialist assigned to your class will monitor your students during the assembly.

When assemblies are held in the gymnasium, PE classes will most likely be cancelled for a period of time before and after the scheduled assembly for set-up and clean up. When this happens, PE classes will resume as soon as possible after the assembly concludes. Assemblies will be scheduled on different days of the week to avoid the cancellation of classes affecting the same grade level/teacher.

Teachers should remain with their classes at all times and closely monitor students. Papers, schoolwork, or alternative activities should not be brought to assemblies. Teachers are encouraged to sit with their students on the floor rather than on chairs unless health permits differently.



6) Lost and damaged Library Materials

Students will be held responsible for any materials checked out from the library. The family of the student must pay for any items that are lost or damaged.

7) Selling of Items by Students

Students **ARE NOT** permitted to sell items to each other or to teachers at school.

8) Cafeteria – Sale of Food Items

The sale of food items is limited to items sold in connection with the school lunch program. The school serves for purchase breakfast, lunch and a snack during the school program. Food items may be sold only at these scheduled times.

9) Fund Raising Activities

There may be no door-to-door selling by Albemarle County Students.

10) Promotion/Retention/Acceleration

If a teacher has a student in question with regard to retention or promotion, he/she should see the Principal at the earliest opportunity to start the process to comply with School Board Policy File: IKEB-R: http://esb.k12albemarle.org/Reference_Library/ESB_Policies_and_Regulations/Policies//IKEB_0313.pdf

DISMISSAL PROCEDURES WOODBROOK ELEMENTARY SCHOOL

The bell schedule is as follows:

2:25 (1st bell)

- All Walkers, Car Riders and ACAC students are dismissed.
- All Walkers report inside the gym to Ms. Robison's station.
- All ACAC Club members report to the front hallway.
- Car pick-up students report to the side doors by gym/music
- PK-2 teachers dismiss EDEP students to cafeteria and walk students all the way outside to board buses.
- Grades 3, 4, & 5 dismiss EDEP to cafeteria for check-in

2:28 pm (2nd bell)

Grades 3 – 5 teachers walk students outside to board buses

**Students in grades 3 – 5 should not be dismissed before the 2nd bell unless they go to ACAC/EDEP/Car Pick-Up.*

YOUR FACE NEEDS TO BE THE LAST FACE YOUR STUDENTS SEE☺

Pre-K/Kindergarten should not arrive at the front door until 2:25 PM. The whole class should remain together in line until the teacher walks the class outside to the buses. Students MAY NOT go to the bus until the bell rings and no students should board a bus without the driver being on the bus.

BUSES WILL NOT BE DISMISSED UNTIL AFTER THE CLASSROOM ROSTER IS CHECKED BY MS. THOMAS AND SHE HAS REPORTED THAT ALL TEACHERS HAVE WALKED THEIR STUDENTS OUT TO THE BUSES.

DUTY ROSTER

Supervision is of utmost importance. Morning duties start precisely at 7:40 and stay active until announcements around 7:55 am. Morning Drop-off should be supervised until 8:05 am. Homeroom teachers are expected to be at their classroom door ready to receive and greet students at 7:40 and remain at their door until 7:55 as students check in and eat breakfast. A warm and welcoming greeting of letting a child know that you are happy he/she is here with you goes a long way to start the day off well.

ALL STAFF on duty should be in their position at 2:25. If your class is in the gym, music or art during the last class period of the day, please return to the gym, music or art classroom no later than 2:25 PM to walk and supervise your class out to the bus. Kindergarten students should not be sent to parent pickup or the gym until the 2nd bell rings. Teachers will need to remain with their students outside of the gym until the class is dismissed at 2:25.

2015-16 Duty Schedule

See below for Duty Stations:

NAME	DUTY	AM	PM
Lisa Molinaro	Bus Duty	X	X
Donna Phillips	Front Hall Greeter/Bus	X	X
Rebecca Thomas	Front Hall (M-F) Clip Board to be sure each class has left building for buses		X
Bronwyn Murray Lynda Lutz Emily Holmstrom	Outside in the Parent Drop-Off Circle	X X	X X
Karen Walsh	Cross Walk Guard	X	X
Clair Robison	Walkers/Pick-Ups		X
Elizabeth Coppolino	Breakfast Duty (In line to help students get breakfast)	X	
Emily Holmstrom	Breakfast Duty (In cafeteria assisting students)	X	
Martha Smith	Breakfast Duty (At the door to help 2-5 students return to the classroom)	X	
Patti Goforth	Hall Monitor 3 rd /5 th grade hall intersection	X	X
Rebecca Thomas Student Leaders	Computer Carts Lock-Up/Charge		X

**Woodbrook Elementary PLC Schedule
2015-16**

TEAM	DAY	TIME	TEAM LEADER
Kindergarten	Wednesday -Math Friday -Literacy	11:25-12:25	Judi Milione
First	Thursday -Literacy Friday -Math	10:25-11:25	Sherry Remley
Second	Thursday -Math Friday -Literacy	9:25-10:25	Courtney Kluender
Third	Monday -Literacy Tuesday -Math	12:25-1:25	Karen Walsh
Fourth	Monday -Math Wednesday -Lit.	1:25-2:25	Leslie Wills
Fifth	Tuesday -Literacy Friday -Math	8:25-9:25	Jamela Jasper

PLC meetings are a critical element of our work and should be looked at as a time to build a common understanding around what our students' needs are, and what the teams' needs are, and how the steps we will put in place meet such needs. They are a time for us to PLAN, DO, STUDY and ACT.

A goal of any team should be to operate on two levels:

1. The interests shaped by the skills and background of each individual
2. The synergy created by the blending of members' knowledge and creativity.

Every team is expected to revisit/develop Team Norms for the 2015-16 school year and submit these to the Principal before the start of the first day of school.

This year we will continue to place an intentional focus on using our time together to plan. Teams will be asked to walk away in writing the week's learning targets for students, the approach/strategies that we will use in our classroom when delivering the instruction, the exit slip/quick check we will use to determine what level of understanding students have of the learning target, and how we will differentiate if for the variety of learners in our classrooms and this will be documented using a transparent document like OneNote or GoogleDocs. We will only hold one student achievement data meeting per month. The planning time will place an emphasis on tying the standards we are teaching to the Life-Long Learner standards. Teachers are now expected to highlight these in their weekly plans.

RECESS SCHEDULE

TEAM	TIME	LOCATION
Kindergarten	9:25-9:40 1:25-1:40	K/1 Playground K/1 Playground
First	11:25-11:45	K/1 Playground
Second	10:55-11:15	Back Playground
Third	11:40-12:00	Back Playground
Fourth	12:35-12:55	Back Playground
Fifth	10:30-10:55	Back Playground

BUS DRIVERS & NUMBERS

BUS NUMBER	DRIVER	NEIGHBORHOOD
41-Green	Ms. Jennifer Green	Mallside
107-Red	Mr. Jay Jackson	Abbingtion Crossing
197-Yellow	Mr. Ray Heron	Still Meadows/Carrsbrook
200-Blue	Ms. Janet Hearn	Rio Hill/Carrsbrook
216-Orange	Haley Turner Donna Lowery-TA	Special Needs/ Carrsbrook
66-Special Needs	Emily Walker	SpEd students outside of district

SCHOOL CRISIS PROCEDURES PLAN

WOODBROOK
ELEMENTARY SCHOOL
2015-16

Lisa Molinaro, Principal
100 Woodbrook Drive
Charlottesville, VA 22901
434-973-6600

WOODBROOK ELEMENTARY SCHOOL Crisis Procedures

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INTRODUCTION

What follows are the procedures specific to Woodbrook Elementary School's crisis management. In addition to this, the Virginia Department of Education's *Crisis Management and Emergency Response in Virginia Schools* is used as resource. This crisis plan is reviewed annually and updated as necessary. The crisis committee meets each semester to discuss emergency procedures and safety concerns.

Drills are scheduled on a regular basis. **Fire drills are held monthly.** At the beginning of the school year a fire drill is held weekly in the first five weeks of school to ensure that all kindergarten/new students have the necessary practice as they enter school. A variety of "Crisis Drills" are scheduled at the beginning of the school year to ensure practice of the following drills: severe weather, evacuation, lockdown, and fire. Parents are provided a letter in advance of these drills (except *Fire Drill*) in order to help prepare their child/children. During evacuation and fire drills, exit times are recorded.

A Crisis Control Center Emergency Kit exists and is stored in the main office. The following items are/shall be maintained in the designated School Crisis Control Center and carried to any alternate site which may be designated:

- ✓ Responsibilities Checklist (who does what and where)
- ✓ Keys to all doors in the school facility
- ✓ Floor plans that shows the location of all exits, all telephones and telephone wall jacks, computer locations, and all other devices that may be useful in communication during and emergency
- ✓ Blueprints of school building, including utilities
- ✓ Map of evaluation route
- ✓ Faculty/Staff roster with:
 - List indicating those with first aid, CPR, and/or EMT training
 - List of mobile/cellular numbers
- ✓ Crisis response equipment (two-way radio, cellular telephone with fully charged battery and a bullhorn)
- ✓ Phone Lists
 - Community Emergency Numbers
 - School Numbers
 - Central Office telephone and fax numbers
 - List of portable telephones and beeper numbers of school division employees
 - Emergency numbers of utility and service providers.
- ✓ Student roster including home and emergency phone numbers
- ✓ Master Schedule
- ✓ Name tags and sign-in sheet for crisis response team members and community resource members
- ✓ Sample statements/letters for use in notifying faculty, students, and parents about the crisis incident

Intent and Definition of Crisis Management

Intent - Crisis Management is a central component of comprehensive School Safety. The most important consideration in both Crisis Management and our Safe School efforts is the health, safety and welfare of the students and staff. A comprehensive Safe Schools Plan places a strong emphasis on prevention and uses strategies that range from building design to discipline policies and programs that improve school climate.

Definition - Crisis Management is a part of Woodbrook Elementary's approach to school safety which focuses more narrowly on a time-limited, problem-focused intervention to identify, confront and resolve the crisis, as well as restore equilibrium, and support appropriate adaptive responses.

Crisis Management Team

Membership

The **Crisis Management Team** is trained in intervention and follow-up procedures. Recommended team members include the Principal, Administrative Assistant, Guidance Counselor, School Nurse, School Psychologist, School Social Worker, Maintenance Supervisor and at least one designated special ed. and regular ed. teacher. The Division recognizes that each school may not use all of the suggested positions for CRT membership. Additionally, the CRT should consult with, and have access to, support agencies such as mental health, fire/rescue, and law enforcement.

The team has responsibility to:

1. Develop and implement procedures for prevention, intervention and follow-up for all crises and critical incidents.
2. Work to establish a systematic approach to identifying, referring and assessing students at risk of suicide or other behavior that would endanger themselves or others.
3. Disseminate information to students, staff, and community on referral procedures as developed by the Principal.
4. Provide training for teachers and staff.
5. Conduct drills.
6. Assist the Principal in controlling emergency situations.

General Crisis Response Team Responsibilities

The Woodbrook Elementary Crisis Response Team, under leadership of the Principal, is responsible for the following:

1. Establishing protocol for dealing with specific crisis and critical incidents.
2. Establishing a crisis headquarters and command post outside the school facility in the event evacuation is necessary.
3. Identifying a chain of command in the event a key administrator is not available.
4. Orienting staff to procedures and training to fulfill designated roles, to include conducting drills.
5. Providing information to students, staff, and community on Crisis Response referral procedures.
6. Providing assistance during a crisis in accordance with designated roles; providing follow-up activities.
7. Conducting debriefing at the conclusion of each crisis episode to evaluate the effectiveness of the response/intervention and the Crisis Response Plan.
8. Conducting periodic reviews and the up-dating of the Crisis Response Plan; facilitating/conducting related updated staff training.

Role of the Principal (Lisa Molinaro)

The **Principal** will coordinate and supervise emergency management activities at the school.

Assignments include:

1. Continuity of administration.
2. Development of comprehensive school emergency response program.
3. Designation and training of school Crisis Response Team.
4. Designation of an Emergency Operations Center or command post (may be changed by responsible county public safety officials.)
5. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
6. Keep county officials, division staff and school personnel informed of developing situations and initiate emergency notifications and warnings.
7. Direct emergency operations until public safety officials arrive on scene. Serve as a liaison to public safety personnel once they arrive on the scene.
8. Implement evacuation procedures and measures to control access to affected area.
9. Authorize the release of information to the public.
10. Coordinate the use of the building as a public shelter for major emergencies occurring in the county.
11. Provide damage assessment information to the Superintendent of Schools. In major emergencies, damage assessment information will be forwarded to the Emergency Services Coordinator for determination of local emergency status and request for federal assistance.
12. Coordinate disaster assistance and recovery.

Role of Guidance Counselor (Emily Holmstrom)

The **Guidance Counselor** is responsible for all tasks related to student accounting and student release. The Counselor will assume the role as Crisis Team Leader in the absence of the Principal.

Emergency actions include:

1. Receive reports from all teachers on the condition and location of every student.
2. Assign person to investigate reports of any students missing, injured or ill, or otherwise not in compliance with student accounting reports.
3. Implement student release procedures.
4. Preparation procedures include:
 - a. Establish procedures for assessing and reporting status of students in an emergency or any event that results in evacuation or relocation of students.
 - b. Provide instruction and practice to all teachers and staff in the assessment of students and the reporting process.
 - c. Establish procedures for communicating with teachers

Role of the Administrative Assistant (Susan Reuschling)

The **Administrative Assistant** and staff have the primary responsibility for emergency communications with school administration staff and community emergency responders (fire, police, EMS, emergency service coordinator). Primary responsibility for record keeping also lies with this position.

In the event of an emergency, the following actions will be taken in compliance with school system plans:

1. Establish internal emergency communications, including provisions for two-way communications with classroom and with classes at other sites.
2. Establish and maintain communications with county emergency service coordinator, as needed.
3. Initiate and maintain incident log.
4. Receive and maintain student accounting forms. Take appropriate action to notify medical or search teams through 911.
5. Report status of school and students to school administration, as specified.
6. Obtain supplies and materials as determined necessary.

Role of the Maintenance Supervisor (Joe Gaines)

The **Maintenance Supervisor** and staff are familiar with the operations and infrastructure of the school building and are responsible for the stabilization of the building, controlling access, and securing the school facilities.

Emergency actions include:

1. Survey damage and structural stability of buildings and utilities and report to the Principal.
2. Search the affected sections of the school for students or staff that may be confined or injured; however, do not put yourself or others at risk. This task may need to be accomplished by trained public safety professionals.
3. Implement building access control measures.
4. Secure student assembly areas.

5. Distribute supplies to student assembly areas.
6. Assist county officials in damage assessment.
7. Assist administrators in recovery procedures.
8. Intervention actions include:
 - a. Inventorying all hazardous materials, portable and fixed equipment, and utility lines in or near the school.
 - b. Establishing procedures for isolating hazardous areas.

Role of Classroom Teachers

The **Teachers** are responsible for implementing appropriate procedures to protect students.

Immediate actions required during an evacuation include the following actions:

1. Evacuation – Direct and supervise students en route to pre-designated safe areas within the school or to an off-site evacuation shelter.
2. Student assembly – Maintain order while in student assembly areas.
3. Student accounting – Verify the location and status of every student. Report to the Principal or designee on the condition of any student that needs additional assistance.
4. Security – Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system, or until every student has been released through the official “student release process.
5. Preparation procedures include
 - a. Prepare, maintain, and have accessible a classroom emergency kit.
 - b. Establish a partner system to pair teachers and classes so that some teachers can assist with other crisis-related duties such as first aid or CRT responsibilities.

CRISIS TEAM MEMBERS:

Lisa Molinaro, Principal
 Betsy Krull, School Nurse
 Susan Reuschling, Administrative Assistant
 Wendy Graney, Office Associate
 Joe Gaines, Lead Custodian
 Emily Holmstrom, School Counselor
 Wes Shelly, School Psychologist
 Karen Walsh, Lead Special Ed. Teacher
 Donna Phillips, Intervention Specialist

CERTIFIED STAFF CPR/FIRST AID:

Betsy Krull, School Nurse
 Lisa Molinaro
 Bonnie Herring-EDEP
 Elaine Hendrick
 Traci Kelsey
 Bronwyn Murray
 Julia Green

MANDT CERTIFIED:

Lynda Lutz, Teacher Coordinator

CRISIS ASSIGNMENTS:

MOLINARO.....Call 911, Assistant Superintendent; Convene Crisis Response Team; Communicate with Fire/Rescue personnel; Written correspondence; Will walk the entire perimeter of the building to check in with each stationed area to determine if all students and staff are accounted for and then return to the front of Woodbrook during an evacuation drill.

HOLMSTROM.....Coordination of emergency procedures with Principal; Counseling; Starts at the back 3rd grade blacktop with Gissendanner and 3rd grade classes, then moves from the back to the front to check in with the rest of groups during a real evacuation drill finally connecting with administration. **Tool Kit 3** will be taken out and placed in location with Gissendanner and Third grade.

PHILLIPS/WALSH.....Transportation; Dismissal; In the event of a real emergency works to support Parent pick-up of students.

KRULL.....Ensures that we have all Parent Contacts; Medications, and takes **Tool Kit 1** out with her during a real evacuation drill.

REUSCHLING.....Phones; Student sign-out; Front Entrance lights; Carry emergency cards out of the building; Stationed out front where BS, PK, K, 1st & 2nd are stationed. Will be responsible for stopping all incoming traffic during an evacuation drill.

GRANEY.....Phones; Stationed at the side near the gym and cafeteria.
Tool Kit 2

GENERAL INFORMATION:

1. Visitors

- a. Check-in sign at front doors
- b. Visitors and volunteers check-in at the main office/receive sticker
- c. All staff monitor building for IDs or sticker
- d. Staff Monitors in Hallways (Drop-Off/Pick-Up)

2. Emergency Plan and Tool Box

- a. Emergency plan folders located in each room which include the following:
 - i. Current Class List (be aware of absences)
 - ii. Emergency Closing Information
 - iii. Crisis Plan
 - iv. Red & Green Silent Signal Sheets
 - v. Student Medication Information
 - vi. Pen or Pencil
 - vii. Post It Pad
- b. Crisis Tool Box located in clinic

3. Communications – Command Center

- a. Spokesperson – Principal or School Counselor
- b. Walkie – Talkies
- c. Megaphone (Located in Crisis Tool Kit in Clinic)
- d. Cell phones (Except in the event of a Bomb Threat)

4. Chain of Command

- a. Principal
- b. Guidance Counselor
- c. Office Associates
- d. Designated Staff Members: Lead SpEd/Interventionist/Classroom Rep

** (ALL communication should be done through the main office. The main office will contact COB, Police, and or Media. Teachers should not do this independent of the office.)

** (The Superintendent will always be contacted simultaneously in the event of an emergency when there are victims. Principal/Counselor will contact 911 while the OA will contact COB)

5. Roles of Faculty and Staff

- a. **Always wear School ID**
- b. Keep all exterior doors locked at all times
- c. **Keep your school key with you at all times**
- d. Keep your classroom door locked at all times, prop w/ magnet-lock
- e. **Supervise children at all times**
- f. Insure crisis procedures are part of substitute lesson plans

- g. **Maintain your Emergency Folder. It must include an up-to-date class list at all times.** If you have students from another class at some point in your day please include this list of student names and times they are with you, as well as their emergency contact information.
- h. Make sure that your evacuation routes are posted at your doorway, and reviewed with students from time to time.

6. Student Responsibility

- a. Review safety procedures and their importance ***(led by adults quarterly)**
 - i. Cooperate during emergency drills and exercises
 - ii. Learn to be responsible for themselves and others
 - iii. Develop an awareness of natural and security hazards
- b. LISTEN to adults; no voices
- c. Know and apply hand signals that are used to quiet children and gain order.

7. Drill Procedures

- a. Fire
- b. Severe Weather
- c. Bomb Threat
- d. Intruder
- e. Evacuation

8. Phone Tree

- a. The Principal will initiate the WES Phone Tree if necessary.
- b. When you are called, simply call the person directly below you on the tree.
- c. If there is no answer, leave a message to call you back, and call the next person on the tree until you reach a "live" person.

SEE DIAGRAM BELOW:

Lisa Molinaro
296-2129
434-566-7111

Susan Reuschling 286-3401 434-960-0668	Emily Holmstrom 804-869-6094 434-823-4475	Wendy Graney 973-9059 434-882-3860	Betsy Krull (H) 990-1177 (C) 466-1177	Joe Gaines 434-842-3156 434-242-0203
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Kelli Huffman (C) 960-9625	Emily Kent (C) 906-4248	Lorelei Pulliam (C) 465-3050	Rebecca Thomas (C) 1-757-817-9544
Jane Mathias (H) 973-6968	Jamee Freitag (C) 1-413-441-5105	Tammy Grubb (H) 974-1559 (C) 953-6117	Lynda Lutz (C) 962-9273 (
Liza Taylor (C) 434-249-8398	Courtney Kluender (C) 841-6800	Jennifer Giacalone (H) 973-2353 (C) 409-2397	Luke Noble (H) 977-7170 (C) 806-2883
Rosemarie Hanley (H) 974-7436 (C) 989-1056	Erin Cooney (H) 434-987-3371 (C) 434-244-3501	Kathy Whitener (H) 1-540-324-4386 (C) 1-540-256-4367	Joan Chapman (C) 202-2020 (H) 989-2700
Traci Kelsey (H) 973-4041 (C) 284-0153	Susan Pollack (C) 434-962-6374	Karen Foster (C) 1-703-963-1776	Piper Gary (H) 823-2299 (C) 996-3311
Sarah Schmit (H) 973-2067 (C) 760-0723	Julia Green (C) 434-825-7642	Karen Cooper (H) 974-6432 (C) 953-3498	>UveI Y'by A cff Ub (C) 804-399-3895
Judi Milione (C) 760-3440	Leslie Wills-Taylor (C) 1-571-235-7319	Zenovia Mackenzie (H) 973-5388 (C) 249-0469	Kerri Heilman (C)
Miriam Carratt (H) 973-4635 (C) 242-8792	Bonnie Herring (H) 973-7491 (C) 760-0890	Paula Loving (H) 973-7983 (C) 409-6424	Catrina Sims (C) 882-4707
Laura Efford (C) 422-0213	Jamela Jasper (H) 979-0567 (C) 906-0292	Jenny Burgess (C) 434-985-1023	Sara Hankins (C) 996-9265 (H) 205-4095
Susanne Sachs (H) 964-9222 (C) 962-2932	Sarah Davis (C) 1-703-772-7506	Sp. Ed TA-TBD	Judy Blakey (C) 242-8140 (
Allison Greene (C) 434-760-0955	Kara Hutchison (C) 1-540-809-5556	Meicka Wills (C) 434-806-2956	Natasha Mills (C) 249-0402
Ceann Wombacher (H) 975-1823 (C) 906-5687	Martha Smith (H) 973-6362 (C) 1-703-731-8759	Patti Goforth (C) 227-2793	Rachael Clarke (C) 434-960-0840 (H) 434-286-3651
Sherry Remley (H) 973-1390 (C) 996-7020	Bronwyn Murray (C) 466-6681	Suzanne Lennon (C) 434-409-4288	Wes Shelley (H) 985-3131 (C) 964-6041
Stephenie Mack (H) 975-4422 (C) 409-4546	Bonnie Wilfore (H) 973-2859 (C) 242-5139	Megan McNabb (H) 540-832-3404	Kimberly Kidd (C) 434-465-5334
Elizabeth Coppelino (H) 202-7460 (C) 1-443-520-5548	Clair Robison (H) 973-0998 (C) 242-5836	Pat Hoy (H) 978-4314 (C) 242-3151	Deb Davis (C) 296-2984
Lucia Hernandez (C) 703-400-1071	Donna Phillips (H) 1-540-832-5096 (C) 1-540-894-3203	Sally Winn (C) 434-465-5578	Stephanie Kim (C) 1-703-200-7544

Dorethea Desper (C) 434-465-7297	Edith Walker (C) 282-5686	Tila Kahrel (C) 465-5709	
Linda Price (H) 434-971-4279 (C) 434-882-1072	Claudia Wert (EDEP) (H) 973-0498 (C) 531-3797		

ASSISTANCE IN EVACUATIONS

Student	Grade/Homeroom	Person Assigned to Assist/Back-Up	Assistance Needed
Hrishidip Pal	Kindergarten	TBD	(Blind) Hand Led
Treimohn Lucas	1st	Karen Cooper	Hand Led
TreVon Langford	1st	Meicka Wills	Hand Led
Samaj Stanton	2nd	Jenny Burgess	Hand Led
Troy Lewis	2nd	Melissa Heuschel	Hand led
Matthew Kovanen	3rd	Zen Mackenzie	Hand led
Lily Flowers	5 th -Functional Skills	Kathy Whitener	Wheelchair/needs escort
Landon Critzer	5 th -Functional Skills	Kathy Whitener	Hand led
Demaurie Jasper	4 th -Functional Skills	Jennifer Giacalone	Wheelchair/needs escort
Javier Lopez	5 th -Functional Skills	Tammy Grubb	Wheelchair/needs escort
Elysia Muhirwa	K-Functional Skills	Jennifer Giacalone	Hand Led
Jasmine Pritchett	K-Functional Skills	Tammy Grubb	Hand Led

EMERGENCY PROTOCOLS

Fire and Building Evacuation Drill Procedures:

1. The day of the fire drill, Susan Reuschling will call the fire department to inform them of the time that Woodbrook will practice the drill.
 2. Location of personnel (each outfitted with a walkie-talkie) will take place:
 - Joe Gaines is stationed at the alarm box - He will notify when 4th grade exits the building and is all accounted for and in place on the field
 - Wendy Graney is at the gym/music doors (Gym & Music classes)
 - Lisa Molinaro-Kindergarten doors – notifies when kindergarten, first and second have exited and are accounted for (K-Team, Library, Robison)
 - Emily Holmstrom-Outside of 3rd grade doors and notifies when all of 3rd and 5th have exited and are accounted for and in place
 - Lisa Molinaro walks the entire perimeter of the building checking for “Green” all-clear from each classroom teacher.
 - **EACH ASSIGNED STAFF MEMBER REPORTS ON THE WALKIE WHEN THE ENTIRE GRADE LEVEL/CLASS HAS EXITED THE BUILDING AND HAS ACCOUNTED FOR ALL THEIR STUDENTS BY SHOWING THE GREEN “ALL-CLEAR” SIGN**
 3. Teachers close all doors and windows before exiting the building, including any doors separating sections of the building in order to confine the fire.
 4. Evacuate building immediately using the designated route for that location (see map). Students should stand no less than 300ft away from the building. They are to remain silent and face the adult for directions (students should be facing away from the building at all times).
 5. Take your room key and your “blue” crisis folder which should include:
 - a. Updated student roster with parent name and contact information included.
 - b. RED “Help Needed” sign
 - c. GREEN “All Clear” sign
 6. Ensure that the last student closes all classroom doors
 7. Walk silently out of the building and line up in designated area outdoors.
 8. Take roll and make sure you account for every child.
- **Please hold up your GREEN paper for crisis team to easily scan and see that your class is okay. Use the RED paper if there is a problem. Someone from crisis team will check with you.*
9. Wait for the bell to signal when you can bring your class back into the building. When you re-enter the building please take 5-minutes to review the procedure with your students and how they met your expectations. Review with students any issues that need addressed.
 10. Susan Reuschling records the date/time of day/conditions and the time it took to evacuate the building.

Fire Drill Procedures

1. Alarm activated
2. Classes quickly exit together according to room map:
 - a. Rooms 1, 2, 3, 4, 5, 7, 8, 9 and the Main Office exit through the front doors. Line up in front area near the flagpole with backs to the building.
SUPERVISING ADULT: Lisa Molinaro
 - b. Rooms A1, A2, A3, and A4 and Media Center exit doors that lead to the kindergarten playground. Students line up just beyond the playground with backs facing the building.
SUPERVISING ADULT: Lisa Molinaro
 - c. Rooms 10, 11, 12, 14, 15, 16, Guidance Room and Art Room exit rear doors near the Instructional Learning Cottages. Line students up on the grass area beyond the playground with backs facing the building.
SUPERVISING ADULT: Joe Gaines/Lisa Molinaro
 - d. Music, Gym and Cafeteria exit doors on the side that lead to Parent Pick up. Line students up beyond the blacktop on the grass area with backs facing the building.
SUPERVISING ADULT: Wendy Graney/Lisa Molinaro
 - e. Rooms A7, A8, A9, A10, A11, A12 exit doors at rear of the wing. Students line up on grass beyond the cottages with backs facing the building.
SUPERVISING ADULT: Emily Holmstrom/Lisa Molinaro
 - f. In case of assembly:
 - i. Students seated left of stage exit using rear door on the same side. Take students to the grass area beyond the blacktop to line up with backs facing the building.
 - ii. Students seated right of stage exit using doors on right side. Students line up beyond the playground on grassy area.
 - g. Outside – Students will stop play, line up, follow adult to safe distance out in the soccer field area.
 - h. If your class is in a special-classroom teacher should exit the building and proceed towards the outside area that the specialist uses to escort his/her class so that you can be there with your students.
 - i. If you have a student who has special needs please make sure that you have arranged in advance to clarify expectations with the assigned adult that is helping to assist the handicapped student while you support the students in the classroom.

Gas Leak

Natural gas leaks, with odor in the building, may occur and bring danger of explosion. Natural gas rises and will often be outside because most gas lines are outside the building.

If a leak is in or near the building:

- a. We will evacuate the building immediately, (unless otherwise directed by the county) following our local building evacuation plan, as if it were a fire drill. It is important to get students a safe distance (75-80 feet) from the building.
- b. Mr. Joe will turn off the main gas valve.
- c. Susan Reuschling will phone Fire Department and the Facility Management Services.
- d. Wendy Graney will phone George Shifflett using his Emergency Pager number 434-961-2042 at Building Services to report the leak.

If time permits, phone the Superintendent's Office to alert them of the current situation. That office will notify the Community Relations Office. Always keep students at a safe distance until the problem has been corrected and classes have been called back into the building.

Bomb Threat Building Evacuation

*****DO NOT USE CELL PHONES OR WALKIE-TALKIES AT ANY TIME DURING A BOMB THREAT FOR THEY MAY SET-OFF A SUSPECT'S DEVICE*****

A. Principal/Designee will notify 911

The Principal/Designee in consultation with the Police will determine if an evacuation is warranted. The Police and the Principal/Designee will assess the threat and make a decision to:

- 1) Ignore the threat
- 2) Search and Evacuate
- 3) Evacuate Immediately

B. If Search and Evacuate is warranted, the following actions should be taken:

- 1) The Principal/Designee will notify by telephone all Emergency Assistants (Joe, Susan, Wendy, Emily, and Lynda) who in turn will contact classroom teachers within their areas of responsibility. Instructions must be obeyed promptly.

Telephone communications may be reinforced by the use of the public address system and/or pager system. If we are in a position to use the school address system you will hear:

"Teacher's please evacuate the building" If the route you normally use is blocked take the next closest route. The Emergency Assistant will communicate with you that it is a bomb threat.

2) Employees should check (SCAN) their immediate work area for any unusual or suspicious items as they leave their classroom. [Be sure that you take your emergency crisis folder with you that has your student roster with parent contact information included.](#)

3) Emergency Assistants will check all areas such as restrooms and workrooms and other common areas before leaving the building and will exit the building with those students. Any suspicious items should be reported to the office.

5) Once out of the building, all classes should proceed to their regularly designated location for fire drills. [If a class is in specials, that homeroom teacher should proceed to where her class is located](#) with her emergency folder.

6) Provide for all handicapped individuals. The nurse will bring the wheelchair out of the building.

8) Teachers should account for all students/staff/others. Do not go back into a building to look for a student, use your RED paper to signify you need help or your GREEN paper to signify all accounted for. An Emergency Assistant will report to you and radio into to Ms. Molinaro so that the student can be located.

9) When the "ALL-CLEAR" signal is received by Ms. Reuschling and we have all students and staff accounted for, teachers will escort their students back into the building.

***If you have a handicapped child it is imperative that you have a plan in place before school starts that will support you getting this student out of the building in a quick manner. (Please communicate this plan to Susan Reuschling)

INTRUDER DRILL

How the intruder drill will be explained to the students:

All of us at Woodbrook Elementary want to have a safe school. That is why we have all visitors to the school wear a yellow nametag and sign in at the Main Office upon entering the building so we know that these individuals are OK and safe to have in our school. Unfortunately, sometimes there may be someone who comes into school who does not belong here. If this were to happen, we are going to do a special kind of drill called a LOCKDOWN DRILL. It is important that we do several things:

- a. Close the window blinds/drop the black paper on door window.
- b. Get in a corner on the floor that is away from both the windows and the door.
(Go into the class bathroom if you have one in your room.)
- c. Remain very quiet until the teacher tells you the drill is over.

INTRUDER & LOCKDOWN PROCEDURE

1. The Principal/designee will immediately call 911 and notify the police of the emergency and the need for immediate police assistance.
 2. Administrator will announce over intercom,
"Students and staff it is necessary at this time to begin a school wide lockdown. All students are to remain in their classroom. Students in the hall report immediately to the nearest classroom. Teachers lock your classroom door. No one is to leave the classroom until an all clear announcement is made by the principal. Ignore the fire alarm. If we need to evacuate the building, an announcement will be made."
 3. Turn out lights immediately. (If door is unlocked, **LOCK IT IMMEDIATELY**)
 4. During the lockdown announcement, Ms. Graney or Mr. Joe will lock the front doors and ensure all exterior doors are locked. **(No doors should ever be propped open by teachers or students at anytime during the day)**
 5. Administrator will report to site of intruder, checking for locked doors.
 6. All students and staff will remain in classrooms/office with doors locked. Teachers will take roll and note any students who are missing from class and report names of those missing to Susan and/or Wendy through a text message.
- ** Use **BLACK PAPER** to cover up your classroom window so that no one can look inside your room. (This is a change as directed by the Police Department)
7. Office Associates will be stationed inside of the vault; Main office front doors will be locked. **You can text Susan (434-960-0668) or Wendy (434-882-3860) if a student is missing that should be with you at the time of the crisis.**

8. All students should remain in their classroom area to wait for further directions from the office.
9. Students or staff members who are outside or are leaving the building during an intruder situation will report to one of the trailers outside of the school or a neighboring house and report their whereabouts to the main office.
10. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made to evacuate. (This could be a ploy)

11. "Students and teachers will remain in the classroom until a general announcement is made over the paging system by **two of the** following administrators/designees:

Lisa Molinaro
Emily Holmstrom
Susan Reuschling
Wendy Graney
Joe Gaines
Dr. Pam Moran, Superintendent

INSIDE INTRUDER DRILL:

1. **Lock room doors (if they are not already locked).** Check hall and bring any stray students from hall into your room, contact that child's teacher through email to notify them you have the student in your room.
2. Turn out lights.
3. Cover your door window with black paper at the start of the year. **If the intruder is in your room, do not cover your door window or lock your door.**
4. Close all window blinds.
5. **Text or call Susan (434-960-0668) or Wendy (434-882-3860. to report any problem.**
6. Instruct students to sit silently on floor away from doorway and windows. Utilize the cubbies as much as possible. Get as many students as possible in the classroom bathroom if available.
7. Gymnasium – Students should be taken quickly to the PE office.
 - a. Assembly – Lock all doors; cover windows; seat students against walls, away from doorways.
8. Cafeteria – Students stop activity, silent; adults escort students swiftly into the kitchen area.
9. Library – Lock doors (rear door last), close all blinds, cover door windows, communication paper goes in front door. Students should be directed into the library office (Copy-Area where there is no window).
10. Outside/Recess – If on the back playground go to the trailers or the dugouts. If on the K/1 playground go toward the Hoy's house behind fence.
11. Ms. Molinaro will escort visitor's entering the building into the main office vault/nurse bathroom.
12. Crisis team will bring extra people in hall into the principal's office; DON'T OPEN CLASSROOM DOORS or OUTSIDE DOORS once locked.
13. **DO NOT use school telephones for outside calls.** Incoming calls will be monitored in the office.
14. **"ALL CLEAR" will be announced 3 times on the intercom when it is safe to resume activity by at least two of the following:**
 - Lisa Molinaro
 - Emily Holmstrom
 - Susan Reuschling
 - Wendy Graney
 - Joe Gaines
 - Dr. Pam Moran, Superintendent

OUTSIDE INTRUDER DRILL:

1. If there is an intruder on grounds outside an announcement will be made that states: **"RETURN TO BUILDING"** Once announced, all students should be brought inside immediately and should go straight to their classroom. Once in the classroom close blinds.
2. Trailers could also be occupied, and locked down.
3. ALL exterior doors will remain locked at all times, throughout the school day including the front doors that give access to the building.
4. Front entrance way will be monitored.
5. Once in lock down in classroom make sure all students are accounted for. If students are missing notify Susan or Wendy by way of a text message since they will be in the vault. If you have a student that is not in your classroom please report this immediately.
6. Emergency Assistants will work to locate student and notify you once the student is located.
7. Ms. Molinaro and Mr. Gaines will monitor the back fields and around building to make administrative decision as necessary.
8. Once grounds are deemed as "safe" the "ALL CLEAR" will be announced over the intercom. At that time, any student that is not part of your class can report back to their homeroom and normal activities can resume.

Severe Weather

1. **3 bell tones** will sound. An administrator/Designee will announce over the intercom, "**We will now have a Severe Weather Drill.**" indicating to implement severe weather procedures.
2. Classroom Teacher/Adult will escort students into the hall, to sit against designated wall, away from glass.
3. Sit on knees or criss-cross, with heads down, arms over the head, facing the wall. ("Duck & Cover" position) Once all students are in position, **adults will also assume the same position.**
4. Students in the gym and/or cafeteria will proceed into the main hallway and sit as described above.
5. Learning Cottages – Students will enter building immediately and assume position against empty wall or form a second row behind students on floor in either the 4/5 wing or the hallway across from the computer lab.
6. Emily, Wendy and Lisa will walk halls to check for any students in bathrooms or halls and escort them back to their classrooms.
7. Be sure that both students and adults STAY CLEAR OF DOORWAYS AND GLASS AREAS. The primary objective is to make sure if possible that we are away from outside walls and windows.
8. **1 bell tone, followed by an "All clear!"** will indicate it's safe to resume normal activity.

HURRICANE DRILL

Guidelines from FEMA suggest schools do the following in the event of a Hurricane:

1. If inside the building, it is recommended that we do not evacuate the building immediately. Minimize your movements to a few steps to a nearby safe place until the shaking stops and you are sure that it is safe to exit the building.
2. If classes outside then remain outdoors to take cover.
3. DROP TO THE GROUND to take cover by getting under a study table or other piece of furniture and HOLD ON until the shaking stops. Be sure that your face and head are covered-corners of buildings are safest.
4. Stay far away from glass, windows, outside doors and walls, and anything that could fall such as lighting fixtures or furniture.
5. If you have any kind of pillow or cushion use that to protect heads and faces.
6. Teachers should have access to flashlights/emergency kits

7. Loadbearing doorways are safest locations.

IF OUTDOORS:

8. Stay there and move away from the building and any kind of utility wires or gas lines. Avoid all exit areas as these are the most dangerous.
9. Mr. Joe will shut off the main gas valve and be prepared to shut off all other utilities if directed

Tornado Watch: No funnel clouds have been sighted but conditions exist that are conducive to their formation

Tornado Warning: A funnel cloud(s) has been sighted or indicated on radar. The approximate location and direction is usually broadcasted during the warning.

IF THE BUILDING IS STRUCK BY A TORNADO

1. Immediately shut off all utilities
2. Call 911 and give the situation report
3. Determine any injuries report and treat immediately
4. Carefully evacuate students from all damaged areas
5. Notify Superintendent's office
6. Teachers need to take roll so principal can conduct search for missing students
7. Account for and release students to parents only after a complete roll call has been reported. (This is to be done by either Emily/Wendy/Susan)
8. School Nurse will maintain a comprehensive list of all students/staff who were injured and what if any, hospital they were taken to or were sent

Allergic Reaction Response

Possible Symptoms:

General feeling of impending doom or fright, weakness, sweating, sneezing, short of breath, nasal itching, hives, vomiting, cough, restlessness, shock, hoarseness, swollen tongue, severe localized swelling.

First Actions:

- Assess situation, remain calm, make student/employee comfortable.
- Only move for safety reason.
- Send for school nurse to provide immediate help and medication kit (in cases of known allergies).
- Follow medical protocol for student, if on file.
- Observe for respiratory difficulty and, if needed,
- Call 911, if needed
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate. Apply ice pack and keep warm.
- Record on an attached label time and site of insect sting and name of medicine, dosage and time, if appropriate.

Preventative/Supportive Actions:

- Encourage parents and guardians to list health situations on emergency card for their child.
- Encourage employees having health situations affecting them to alert building Principal and work associates of any difficulties and possible remedial actions.
(Source: Chesterfield County Public Schools)

Emergency Dismissal Procedures

In the event of a 1, 2, or 3, hour emergency early closing the following procedures will be followed.

1. Staff will be informed by the main office or administration what time school will be closing. If there is sufficient time, i.e. the school is notified early of the change in dismissal time, this notification to staff will be provided in writing. Students should not be told of the early dismissal until just before they go to lunch. If sufficient time is not provided to inform the staff in writing, then an announcement over the public address system will be made.
2. Teachers will have on file at all times an accurate record of each student's emergency closing/early dismissal plan, which will be followed unless a change of dismissal note is received that morning or a call into the main office is made.
3. The dismissal bell will ring as follows 1:25 p.m. for an hour early closing, 12:25 for a two hour early closing, and 11:25 for a three hour early closing.
4. An early dismissal area will be set up in the gym for all of those parents who come to pick up their child.
 - a. Teaching Assistants (Karen, Cynthia, Paula, Jenna) will report to the gym to assist with parent pick-up.
 - b. Parents will be directed to report to the gym where they will sign their child out on the early dismissal sheet.
 - c. Once the parent is in the gym a TA will walk to the classroom to get the child and bring the child back to the gym. **NO PARENTS SHOULD GO DIRECTLY TO THE CLASSROOM FOR PICK-UP.**
 - d. If a plan for pick-up of a student is uncertain the teacher or TA will contact the parent to determine dismissal plans for student.
 - e. Specialists who are not assigned to a classroom should report to the main office to determine where their help is most needed.
 - f. Staff members are to remain in the building until dismissed by administration.

IF THERE IS AN EARLY CLOSING **ALL** after school activities including EDEP are cancelled.

****Teachers are responsible for sending home an up-date early dismissal form at the end of each quarter then sharing this information with office staff. These forms can be obtained from the main office. The easiest way to do this is to include in the child's report card.**

Preventive Actions and Procedures for a Run-Away or Missing Child

Preventive actions:

- Office Associates have emergency contact information readily available so parents, relatives and police can be contacted quickly for help.
- Office Associates maintain a current picture and description of the student, which is readily available for release to the authorities.
- Adults responsible for the student (TA, Teacher, PE Teacher, etc.) should be extra vigilant of the whereabouts of these children at all times.
- Unstructured times (lunch, any transitions in or out of the building, recess, etc.) should be monitored and carefully planned for by the child's teacher to ensure the student comes and goes as expected.

Running away from adults:

- The adult(s) following the child should maintain visual contact and seek assistance from others nearby who can help notify the front office immediately for additional support.
- The front office will contact the parents to alert them to the problem, establish a communication plan with the parents and notify the police if it is an emergency situation.
- Adults will make a mental note of the description of the child (clothing, height, age, etc.)
- If the child is in danger of hurting himself, others or causing substantial damage to property, the child may need to be carefully restrained, preferably by a MANDT trained staff member.
- If visual contact is lost, the child is determined to be missing.

If it is determined that the child is missing:

- Alert the WES main office - be able to describe the child (age, height, clothing, etc.)
- Main Office will call 911
- Main Office will call the Superintendent's Office
- Main Office will call the child's parent(s) or emergency contact and set up a communication plan.
- All available staff will conduct a thorough, coordinated search of the school and grounds.

After the emergency is resolved:

- All parties above that were notified of the emergency will be informed of the result by the front office.
- The community will receive a communication.
- The Crisis Team and other staff members involved in the incident will meet as soon as possible to debrief.
- A spokesperson for the school or School Division will be designated in case there is media attention. (No one speaks to the media until the plan of communication is defined.)
- A plan will be developed to reduce the chances of another similar incident with the child.

THREAT PROTOCOLS

Suicide:

1. LISTEN - show understanding.
2. Take all expressions of suicidal thinking or behavior seriously.
3. REMOVE any objects that could be lethal.
4. BE POSITIVE – convey hope.
5. Contact school counselor or administrator as soon as possible.
6. Stay with student until personnel collects student.
7. Counselor and Principal will contact family

Violence:

1. All reports of threats should be taken seriously.
2. Report a real threat immediately to an administrator.
3. Follow up with a written discipline referral as documentation of the threat.
4. The Principal/Designee will then investigate the threat by interviewing the student made the threat and any witnesses (Using the interview method in the Threat Assessment Manuel.
5. The Principal/Designee will follow all procedures as outlined in the manual to determine the level of threat and the next steps.
6. The counselor will work with the victim to make sure that he/she feels safe to return to the classroom.
7. The counselor will complete restorative Practice with the student who made the threat.

GUIDELINES FOR ABUSE CONCERNS

Physical, Sexual, or Social/Emotional Abuse:

1. Immediately contact school counselor.
2. Report all information you have about situation.
3. Follow up with school counselor with **written documentation** of your concerns and facts.

Child Abuse

Child abuse or neglect may be suspected if the parent or person responsible for the child has: attempted, or threatened to kill the child; inflicted a serious bodily injury; deprived the child of proper medical care or of the basic necessities of life; acts on the child; neglected to provide enough supervision to insure the child's safety; or emotionally abused the child.

All school personnel, while acting in their professional capacity, are responsible for reporting suspected child abuse or neglect. The court may impose a fine of up to \$500.00 on school personnel who have not reported the incident. Persons making a report for child abuse or neglect shall be immune from civil or criminal liability unless it is proven that the person acted with malicious intent.

All school employees are to report any suspected cases of child abuse to the child's counselor and/or principal. This reporting relieves the employee of the legal obligation. It is the responsibility of the guidance counselor and principal to take the proper steps to insure a report is filed with the appropriate authorities.

PROCEDURE FOR HANDLING INCIDENTS OF RACIAL AND ETHNIC AGGRESSION AND/OR VANDALISM

Incidents of racial/ethnic threats, aggression or vandalism will be considered extremely serious by all faculty and staff. Although racial/ethnic vandalism is not legally considered separately from any other type of vandalism from a legal standpoint, for purposes of student/staff safety, schools will treat it as commensurate to hate crimes and deal with it with procedures appropriate to problems of the highest priority.

1. As part of good practice, the lead custodian shall make an inspection of the school and grounds each morning upon arrival. Teachers and other staff will be asked to be on the alert for vandalism and make immediate reports to the Principal/designee of any findings.
2. If an incident occurs on school property that involves racial vandalism or aggression due to race or ethnicity, the Principal/designee will first assess the incident to determine if an immediate threat exists to students or staff. If a threat is determined to exist, the Principal/designee will determine what procedures need to be implemented such as locking down the school or barring entrance to the school.
3. Such incidents will be treated as emergency situations and the Principal/designee will contact 911 immediately. The School Resource Officer for that school will also be contacted. If that person is unavailable, the SRO from the receiving high school should be contacted. The Principal/designee will also contact the Superintendent/designee to apprise him/her of the incident.

4. If an incident of racial/ethnic vandalism has occurred, the object that was vandalized will be removed from public/student view and taken to a place where it will not be touched until Police arrive. If the vandalism took place on a wall or other item that cannot be moved, attempts will be made to cover the vandalism. A picture of the vandalism will be taken and retained by the school and shared with the Police.

5. The Principal/Designee will keep a written log of all actions taken in dealing with such incidents along with the times the actions were taken.

5. The School Crisis Team will be called together, apprised of the incident and will assist in follow-up actions. Common information will be provided about what type of guidance support will be provided for students. A fact sheet will be developed to provide to all staff and parents.

6. The Principal/designee will notify the staff and student body that a serious situation has occurred and provide an overview of the incident along with a request for any information that could lead to whoever committed the act. The staff, students and parents will be notified as soon as possible about the incident.

7. If the racial/ethnic incident involves particular student victim/victims, the Principal/designee will communicate directly with the parents/guardians of those students.

8. Full cooperation will be provided to the Police in conducting a thorough investigation of the incident.

9. Any Albemarle County student proven to have committed such an act will be referred to the Superintendent/designee for a disciplinary review in addition to other disciplinary measures issued by the local school.

10. The victim/victims will be provided with support by school personnel if requested by students and/or their parents/guardians.

11. The Principal/Designee, in consultation with the Executive Director of Community Engagement, and/ the Superintendent's designee will determine what additional follow up actions are needed with the community.

EMERGENCY TOOL KITS WILL INCLUDE ALL OF THE FOLLOWING

- ◆ **NAMES & NUMBERS of CRISIS TEAM and ROLES**
- ◆ **DIVISION LEVEL EMERGENCY CONTACT INFO**
- ◆ **FIRST AID KIT (to include what is listed below)**
- ◆ **CLIPBOARD**
- ◆ **LEGAL PADS**
- ◆ **PENS**
- ◆ **MARKERS**
- ◆ **DRY ERASE MARKERS**
- ◆ **FLASHLIGHTS**
- ◆ **EXTRA BATTERIES**
- ◆ **LAMINATED SCHOOL MAP**
- ◆ **LAMINATED SITE PLAN**

- ◆ **NAME TAGS FOR CRISIS TEAM MEMBERS**
- ◆ **MASTER SCHEDULE**
- ◆ **CLASS ROSTERS FOR ALL GRADES w/ ROOM # IDENTIFIED**
- ◆ **HANDICAPPED STUDENT INFO**
- ◆ **STUDENT DIRECTORY**
- ◆ **EMPLOYEE CONTACT INFO**
- ◆ **COPY of COMPREHENSIVE CRISIS MANUAL**
- ◆ **MEGAPHONE**

CLASSROOM FIRST AID KIT CONTENTS

¾ " x 3" adhesive plastic bandages	antiseptic cleansing wipes
1-3/4" x 2" Small fingertip bandage	triple antibiotic ointment
2" x 4" elbow and knee plastic bandages	burn relief pack
36" x 36" triangular bandage (w/2 safety pins)	6" x 9" instant cold compress
2" x 2" gauze dressing pads	aspirin tablets
3" x 3" gauze dressing pads	1" x 5 yard first aid tape
4" x 4" gauze dressing pads	4 ½ inch scissors
2" conforming gauze roll bandage	4" tweezers
3" conforming gauze roll bandage	exam gloves
5" x 9 " trauma pad	First Aide guide
sterile eye pad	CPR Face Shield
alcohol cleansing pad	

**County Crisis Response Team
Cluster Teams
2015-16**

**will need to update this in late August with new staff*

Northern Cluster Team

Kim Konold – Team Leader

Hollymead Elementary: 973-8301
Sutherland Middle School: 975-0599
996-9617 (cell)
971-4068 (home)

Michael Massey - Team Leader 2

Albemarle High 975-9300 ext. 4225 (school)
465-5731 (cell)
296-7964 (home)

Lauren Servis
Carol Fox
Cabell Guy
Stephen Hendrix
Chris Love
Aisha Thompson
Welby Moon
Gail Oschrin
Emily Holmstrom
Stephanie Worczak
Trish Reyes
Aisha Thompson

Western Cluster Team

Jo Perez – Team Leader

Western Albemarle High 823-8701 (school)
973-6053 (home)
(304) 445-7086 (weekends)

Betsy Bell
Louisa Bennitt
Cindi Bradfield
Melanie Hood
Bob Jahrsdoerfer

Southern Cluster Team

Irvin Johnson – Team Leader

Monticello High: 244-3100
981-4795 (cell)
293-6431 (home)

Laura Gunlicks – Team Leader 2

Monticello High 244-3119 (school)
703-944-3550 (cell)

Doug Bloor
Paula Johnson Brown
Kim Crater
Karen Ferrer
Virgena (Gena) McClanahan
Suzanne Yeaman

Community Resources

Bob Garrity
Susan Painter (Victims Witness Cord)

