

Staff Handbook

2021-22

Spaulding School
"Communication is key!"



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Aide Schedules

Aide schedules in the district are as follows: Aides are scheduled to work 7 hours per day/178 days per year. This pay schedule does not include conference evenings or staff meetings. Also, all teacher inservice days are 7 hour work days for aides. At Spaulding, we are having aides come to the entire staff meeting each month. On conference days, they may leave at 2:20 PM. They are off for conference nights and the days after each conference. The hours on and time off all add up to the same thing.



Accidents

If you are injured while working, please report it at once. The nurse will give you a form to fill out and will notify the district office. Even if you will not be seeking medical attention, you should still report the accident. This report validates any future claims you might have and is required by our insurance carriers. This includes any accident that might happen on the weekends while at school.

Protective eye devices are to be worn by all students, teachers, and other visitors when participating in or observing dangerous vocational arts and chemical or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids. If you are unsure whether or not this applies to you, please make sure you ask your building principal and he/she can go into more detail on this.



Announcements

Daily announcements take place in the AM and the Pledge of Allegiance is recited together. The secretaries will circulate among teachers a sign up for two students per day who will lead the student body in the pledge and make the announcements. If you have any announcements you would like read over the intercom, please send them to the office.



Assemblies

Various assemblies take place throughout the school year. Each classroom teacher is responsible for his/her students during assemblies. Please sit near your students to provide appropriate supervision. If a class is scheduled for a special during the assembly, the special area teacher will supervise the class. Staff members are expected to model appropriate behavior for students during assemblies. Please refrain from grading papers, working on laptops, etc. PBIS assemblies are the exception and all staff members should attend these.



Attendance

1. If students are **NOT** in their classrooms at the 8:45 bell, they are considered tardy. If they have not stopped by the office to pick up a tardy slip, they should be sent down for one. This gives the office notification of their arrival in the event attendance has already been sent down, so that records can be adjusted.
2. Parents should provide notes/emails for children whose plans have been altered from the regular dismissal or change in lunch plans, particularly if this involves the bus. If there is a question or confusion regarding the plans, please have the student report to the office to call a parent early in the day to clarify.



Attire

It is important to dress in a professional manner. It conveys a certain image to students and parents. Go with what you feel works best for you and your style. While an active, engaged teacher may not be wearing a suit and pumps each day, **such casual attire as short shorts, and midriff bearing shirts send the wrong message. It is important that we not see the more private parts of our bodies,** even if that is what is dictated by today's fashion. We will have Spaulding Spirit

Day each Friday and if you'd like to wear jeans, school sportswear, or school colors, feel free to do so.



Budgets

The last day to spend the money in your individual budgets is March 16th. Please do not forget to include shipping & handling charges. If you do not, they will still be added to the total.



Bus

Students **must** have a note in order to ride the bus home with another student. **Students must be registered bus riders and may only get off on an alternate stop on their registered route.** Please send the student with the note down to the office so that the office staff can prepare a bus exception pass.



Child Abuse

State law requires all certified staff to report suspected child abuse. If you suspect child abuse, please contact the social worker, psychologist or administration first to go over the procedure. We are here to support you.



Children of Staff Members

It is understood that staff members occasionally have emergency child-care issues. Please do not bring your children to school as a back up daycare plan. If your children are in the building, we are responsible for them. Particularly at the end of the school year or when different school calendars do not align, there are requests to have children of staff members at school. It just is not appropriate. If your child is over 16 and wants to volunteer, that is a different situation. You must get approval from administration.



Classroom Management

Good classroom management is vital to teaching. Respect is something one earns; it is not necessarily given because one possesses a certain title. Please think carefully about your classroom management techniques and plans. If you decide to keep a child in from recess, you will need to supervise that child. The office may not know why a child is sitting in the office and supervision in this area is difficult. Be very careful with your use of consequences. If you threaten to do something and do not or cannot follow through, kids will pick up on it and capitalize on it. Watch your use of sarcasm. It will make other students afraid of you and less apt to approach you about anything. Group consequences are never a good idea. There are always students who weren't misbehaving and do not deserve to be lumped into a group in this way. Please do not yell. Yelling signifies a loss of control and students pick up on this right away. They will begin to know what to do to push your buttons. Anyone passing by who hears you yelling will not know of circumstances surrounding the yelling and your reputation will suffer. People talk. Your reputation within the community is based almost entirely on word of mouth regardless of accuracy. Everyone must work to create positive word of mouth. That is the reality of being an educator in Gurnee. I am happy to assist you in any way I can with your classroom management. I can brainstorm plans with you or work on specific programs if you'd like.

Please do not send a student to the office unless you have followed your own behavior management plan. **You should have contacted the parent at least once and attempted to manage the behavior through your plan.** The only time that sending a student to the office is acceptable is when the student is clearly out of control and a danger to himself or others. Weapons or physical fighting are also appropriate for sending students to the office.

All teachers are expected to have a classroom management plan which outlines your positive attributes to the plan and how you will handle issues that come up. Parent communication is vital in this area. I am happy to help you with your plan at any time.



Classroom Visits

Building and district level administrators will be visiting your classrooms on a regular basis. We will be observing student learning, not teacher performance. A common question that may be asked of your students is "What are you learning?" Students can easily answer this question, with practice, when you articulate your academic learning objectives in student-friendly language. We will be looking for appropriate, rigorous grade level activities in each classroom. Administrators expect to observe evidence of all nine of Marzano's High Yield Teaching Strategies during these class visits. Learning objectives should be posted in each classroom in a child friendly format.

Full-length videos/children's movies should not be shown at school without administrative approval. Our instructional time is too valuable to spend on this type of entertainment, except in rare exceptions, with administrative approval. Video clips that align with our curriculum **are** appropriate. The technology available in each classroom provides excellent access to appropriate videos and clips that will enhance your instruction.



Copier

Please do not leave the copier in a jammed state without notifying the office and putting an "out of order" sign on the copier. If you are unsure of how to clear out a jam, please do not force anything and ask for help. Students should not be sent to the lounge to use the copier at any time.



Communication with Parents

In regard to specific situations, a note or email can work well. If the situation is not one of simple information, you may want to call. Tone of voice is something that is easily misunderstood in writing. Without meaning to, parents can get the wrong idea about what you wrote and your relationship may suffer. Keep in mind

that it is important to date each communication and keep a copy. You never know when you will need it.

Phone calls are VERY important. They should be made for good news as well as bad. This will do wonders for your parent relationships. Good news postcards work the same way. A simple sentence or two goes a long way. You should consider a plan to make at least one good news call or mail a postcard home per child each year, if not more. The office will be happy to mail the card for you and provide postage to make it easier. Related arts teachers may want to pick 20 or so students in which to provide a call or postcard. Related arts teachers are a vital part of the school and our programming and we need to continue to reinforce this idea to our community. Doing the same types of things classroom teachers do solidifies this idea.

I strongly encourage you to keep a phone log or communication journal for each student. You may want to document informal conferences as well. Keeping track in a simple fashion will make a big difference when you have disgruntled parents who claim you "never told them" or "there is no communication." Emotions can run high on both sides when dealing with an upset parent. Documentation goes a long way.

Please return all phone calls, emails, and notes within 24 hours. I realize this is not always possible when you are sick, at an inservice, or out of the building for some reason. Even if you just leave a message that you received the call, email, or note, and will respond at a later time is a great thing to do. Parents will appreciate it and it will foster a good relationship.

Communication with the parents of your students is a key to the success you will have with those students. Your reputation within the community is based almost entirely on word of mouth regardless of accuracy. Everyone must work to create positive word of mouth.

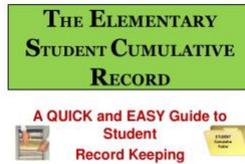
Documentation of these kinds of communication may be used in your evaluation positively.



Crisis Management Plans

Please familiarize yourselves with the procedures for emergency situations, including evacuation procedures, tornado drills, fire drills, code red drills, and other safety concerns. Each room has a flip chart of procedures for emergency situations. Your emergency clipboard will also be available to have on your iPad, so

you can take it with you if you need to leave the building. Each teacher has a lanyard, and you will need to display your school ID on this lanyard. It is important to wear these, so in the event of a crisis, you can be recognized as a staff member.



Cum Folder Information and Organization

In District 56, we use colored folders for different information within a cumulative file.

Blue Folders (Plain): Preschool Screening

If a student comes to Spaulding for a preschool screening, all information about that screening is placed in a blue folder, which eventually is transferred into the general cum folder if the child enrolls in a program here.

Orange Folders: RtI, Problem Solving, Intervention Plans

An orange folder is created for a student if one of two things occurs:

1. data analysis reveals that a student needs an intervention, and an Intervention Plan Form (IPF) is developed by the student's educational team.
2. the classroom teacher has concerns about a student's academic or behavioral progress and initiates the problem solving process by completing a Request for Problem Solving form.

Both of these documents will be placed in the orange folder as well as related documents. If any of these documents are created for a child and there is not an orange folder already in the cum file, the child's name should be written on an orange folder (last name first), and all these documents placed into the folder. If a child already has an orange folder, a new one should not be created.

Blue Folders (Accordion): Special Education Documents (unless speech/language only)

If a child should become eligible for special education services (unless it is speech/language only), the case manager should get the hard blue folder with divisions in it and place the documents in the appropriate sections. All EC students will also have these folders. If a child's special education services are discontinued, this folder will remain in the cum folder, but no

more documents will be entered. The AP can help with the organization of these folders. The special education teachers are expected to create these folders.

Green Folders: Speech/Language IEP

If a child becomes eligible for speech/language services only (does not need academic help from a special education teacher/aide), all documents relating to the referral, evaluation, eligibility and IEP's are placed in the green folder. If a child has speech/language services as a related service, but also has academic needs, he/she will have a blue accordion folder, and it is not necessary to create a green folder.

Red Folders: English Language Learners (ELL)

If a child speaks or is exposed to a language other than English, the district is required to administer a screening to determine if the child qualifies for English Language Learner (ELL) services. All of this paperwork, including the home language survey, is placed in this folder. If a child was screened, but not found eligible, he/she will still have a red folder, but it will say **Did Not Qualify** by the name. The Bilingual Coordinator can help with the organization of these folders.

All of these folders are placed within a manila folder with a typed label that is the child's cum folder. If a student has moved in from another district or was in a preschool program, there may also be additional manila folders, but the main folder will be the one that is created for the student when he/she first enrolls in District 56.

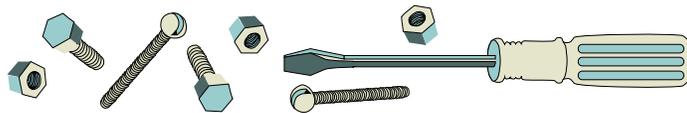
When you place records for the current school year in a child's cum file, please observe the following guidelines:

- If the document does not fall within any of the above categories, please make sure that it is placed in the manila cum file in the front.
- **At the end of the year, PLEASE staple all manila file documents for that year (report cards, progress reports, MAP/AIMSweb/CPAA test results, notes, etc.) together.**
- Whenever placing documents in a child's cum file, please place the most recent information in the front, so that when the file is opened, the most recent information is on the top.
- If a child receives social work services **as part of an IEP**, all documents/summaries, etc., should go in the green or blue folder.
- If social work services are not provided as part of the child's IEP needs, these documents should go in the manila folder. They can be stapled with

the other documents from that year, or minimally, stapled together as a separate unit.

Please make every effort to follow these procedures. Per student records laws, there must be written documentation of any material placed in a student's cum folder. Each folder will have a pink sheet stapled in the front where this information is entered: date, item entered, name of person who entered it, and position of this person. If several pieces are entered at once, such as at the end of the school year, you may also enter this information on a smaller slip and staple it to all the information entered at once.

Any anecdotal records, student work, notes from parents, etc. that teachers keep in their classrooms need to either be sent home with the child or put in the cum folder at the end of the year. Teachers should not maintain personal files, unless it is a copy of something that is already in the cum folder or sent home.



Custodial Needs

If you need assistance, please use the School Dude system. The office staff can help you get set up.



Daily Bulletin

The Daily Bulletin will be emailed to you each AM. You are responsible for reading this every day. Last minute changes will be noted here. Feel free to email me if you want something included in the bulletin.



Emails

Stop, think and review are the keys to using email. Consider the following:

- Never send an email you'd be embarrassed to see in the news. Public school employees' emails are considered public records. They are archived for at least 10 years.
- Don't send anything you want to keep confidential.
- Keep your opinions about parents, co-workers, students and community members out of emails.

- Watch email tone. It is easy to come across as curt or uncaring without meaning to do so.
- Write professionally and do not forget correct grammar, punctuation, spelling, and capitalization.
- Remember that emails have a long shelf life. They can live on forever.

Please check your email daily. There are expectations of frequent communication.

Employee Assistance Program

As a reminder, the Employee Assistance Program is available with a variety of services. Please consider taking advantage of this free benefit.

Gurnee School District 56 in conjunction with the ComPsych Guidance Resources Corporation is pleased to announce the availability of an Employee Assistance Plan for all employees and their immediate family members.

ComPsych Guidance Resources is an interactive service company that provides completely confidential guidance and unique tools to assist you in every aspect of your personal and professional life.

Services include support and guidance for many subjects such as:

- Stress Management
- Grief and Loss
- Personal Finance
- Divorce
- Elderly Care
- Real Estate Law
- Domestic Abuse
- Debt/Bankruptcy Laws
- Family Law
- Substance Addiction
- Estate Planning
- Criminal Law

Login to (<http://www.guidanceresources.com>) for additional information about the services offered. Our Organizational Web ID is NIHIPEAP. Then click on Gurnee School District 56.

Remember, these services are completely confidential between you and ComPsych Guidance Resources. The District will not receive any information about who has signed up or what type of guidance you have requested.

If you have questions about this service or registering, contact ComPsych directly at 1-866-260-9508. For your convenience, the attached documentation provides additional information.



Eyewear

Protective eyewear is to be worn by all students, teachers, and visitors/volunteers when participating in or observing activities that may involve harmful substances. (for example, chemicals, hot liquids, sharp items, etc.)



Field Trips

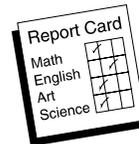
1. All field trips must be approved by the administration prior to notifying students and parents.
2. All field trips must be directly related to the curriculum being taught in the classroom.
3. Parent signed permission slips are needed for **every** field trip. Be sure to provide the office with a copy.
4. Please complete the Field Trip Request Form and submit it to the office.
5. All field trips must be made a minimum of 30 business days in advance of a request. The date of submittal is the date stamp of the e-mail that is sent to the Transportation Department. Requests will be booked based on a first come, first served basis.
6. For trips with fees: Teachers are responsible for handling fees. Parents should write checks directly to Spaulding School. If there is a fee for teacher admission or bus parking, please let the office know at the same time you submit the field trip request. You will be given a check on the day of the trip. Please secure a receipt from the field trip host and submit it to the office upon your return. **ALL field trip fees must be counted, totaled, and labeled with the teacher's name,**

destination, and list of all students who have paid before a check can be written. **ANY MONEY COLLECTED AT ANY TIME MUST BE LOCKED IN THE OFFICE.**

7. Be sure to bring along a cell phone, first aid kit, and any medications that students may need while on the trip. Please choose one staff member to be the designated contact person and give the school office the number of the cell phone you will be using while on the trip.

8. If you have a student with food allergies, please bring his/her epi-pen, antihistamine (Benadryl, Zyrtec) and a copy of the student's Food Allergy Action Plan with you. Let the nurse know if you do not have a student's medication in your classroom. The nurse will put these items in your first aid kit.

9. Have a class list for transportation. Please take the list along with you on the bus indicating which student(s) are absent on the day of the field trip.



Homework

It is a good idea to get together with your team and discuss the subject of homework. It is helpful to keep to the same guidelines across the team. This will prevent having perceptions of different teachers being "harder" or "easier" than the rest. Uniformity in the larger areas is encouraged. We do not want every teacher doing exactly the same thing at every moment, but huge differences will lead to problems. The philosophy for homework is to enable a student to practice specific skills and give you an idea as to who is not understanding what so you may better focus reteaching and adjust pacing. It is not to have parents do additional/primary teaching at home. Be cognizant of the number of minutes you are expecting. A general guideline is 10 minutes per grade level.

Kindergarten-Up to 10 minutes per night

1st Grade-10 to 20 minutes per night

2nd Grade-20 to 30 minutes per night

When assigning long term projects, consider that the more that is completed **at school** means that you will have a better understanding of a child's performance and understanding. Sending projects home to do will give you a good indication of a parent's ability to help their child and, in many cases, the parent will take over the project. Be sure the subject of homework is addressed right away at the start of the year.

There is no research to support the use of homework at the elementary level for significant gains in student achievement. It does serve as an indicator of which students have parents who are able to help them.



Lesson Plans

Teachers are expected to have lesson plans in advance and to keep a good grade book. These should be available for review at any time. You will be expected to have good rationale for why a student earns a certain mark.



Mail

Be sure to check your mailbox and e-mail at least twice daily. It's important that you also check your mailbox during the lunch period for any notes or student information that may have come through the office during the morning.

Mail relating to school can be sent via the district postage meter. Please ask the secretaries before using the meter.

Maintenance Needs

Should you have need of extra cleaning or maintenance items in your classroom, you must go to the School dude site, then put in your email and password that you got when you were hired, then proceed to input your request. At the end of the request, they ask for another password and that one is maint56. Then click on submit and you are done! If you have forgotten your password, email ssmith@d56.org and he will send you a new one to use.



Newsletters

Every teacher on every team is strongly encouraged to do a minimum of one newsletter every other week. Weekly really works better for students at the primary level. Consider turning a copy over to the related arts and resource teams to read. Parents and other staff members are interested in what goes on in your class or program. Any format is acceptable. I have seen teachers use a variety of formats and I would be glad to share the different samples I have. These do not have to be elaborate projects. The idea is to use it as a vehicle of communication. Parents need to have the opportunity to know what is going on. Most children will not just volunteer to give this information and parents are excited to hear from you. If you feel your class or subject area is not suited to this, please see me and I would be glad to provide ideas. We can work together on planning them. This is a good way to demonstrate the importance of our related arts teachers and the curriculum they teach.

Please consider using a push out format and emailing your newsletters so that parents do not have to "find" them in the backpack. This may be very helpful to many parents and easier on you in the long run.



Nurse

When a child is sick or injured, he/she should be directed to the school nurse.

Any medications carried by the student **MUST** be sent to the nurse or the school office. This includes inhalers, prescriptions or over the counter medications. If you become aware that a child has a communicable disease such as conjunctivitis, strep, etc., please let the nurse know ASAP so that he can notify classroom parents.

Private Providers

It is the goal of District 56 staff to work collaboratively with private service providers. In order to work collaboratively it is important for educational staff, private providers, and families to recognize the differences in the function between private and educational therapy. The function of educational therapy is to support children in the school setting so that they can benefit from their educational experience. Therefore, educational therapists provide functionally based therapies. They help the child to achieve the skills that are necessary to work within the school setting. Private therapies may support these areas, but may also work on skills not directly linked to the educational setting.

Proactive ideas for making the relationship work:

- Obtain signed permission to share information with the private provider. This consent must be established annually.
- Speak to the private providers prior to formal meetings; explain your position as a school-based practitioner. Work to establish collegial respect.
- Private reports must be received five school days prior to any meetings.
- Discuss and understand the differences in perspectives between school staff and private providers. The setting that each works in can be quite different.
- Good communication is a key. If necessary, have a designated contact person at school with whom the private provider can speak. This is typically a special educator or administrator. Determine the best way to communicate via phone, e-mail or establish a calendar of team meeting dates to review progress.
- Come to meetings prepared to speak to the child's progress and needs. Review all reports, anticipate questions, and keep the child as the focus of discussion. Present data/documentation regarding the student's growth in school. Keep comprehensive and complete paperwork.
- Additional agenda items or concerns that need to be addressed should be shared with the case manager prior to the meeting so that the team is prepared to discuss them.
- Information first presented at a meeting does not need to be addressed at that moment. If needed, the team may reconvene to address new information.
- Following are specific guidelines for classroom observations.

Classroom Observation Procedures for individuals not employed by District 56

To minimize classroom disruptions observations should be scheduled at least one week in advance. Appointments need to be made with administration. This gives the administration opportunity to schedule at a time that is workable for the teacher.

- Identify the reasons for the observation
- School personnel will accompany the observer. Personnel may include administrator, social worker or psychologist.
- If parent or private provider wish to discuss the observation with the teacher, they may call the teacher after the observation. Teachers are often very busy and a discussion immediately after the observation is difficult.
- Document observation times, debrief before and after observations, and focus observations on the child.
- It is understood that classroom observations can be disruptive to teaching; frequent observations should be discouraged.

Appropriate purposes for classroom observations:

- To better coordinate services with parent's outside of school private providers
- New community members
- Parents wishing to see what a typical "grade" looks like

Inappropriate purposes for classroom observations

- To determine if a teacher is an "appropriate fit" for a child
- To verify that special services are being provided



Purchasing

If you would like to make any purchases, you must first check with admin for **preapproval of funds**. Be sure to use the **tax exempt** letter as there is no reimbursement for sales tax. If it is a larger order, a **Vendor Order Form** can be found through the office. Please turn a hard copy into the office and save a copy of the order for your own file. Be sure to include as much detail as possible, including:

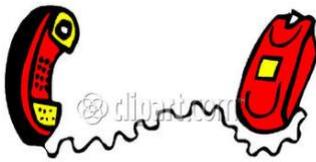
- Company Name
- Company Address
- Company Phone and Fax Numbers
- Item Number, Description and Price
- Shipping Charges

Please do not take packages from the office or hall as they must first be checked in by the office staff. After all items are accounted for, the packages will either be placed by the mailboxes or delivered to your room. If you find any packing slips with your order be sure to return them to the office. Inform the office staff as quickly as possible if you discover any items are missing or in error.



Report Cards

Report cards go home four times per year. Please be sure your narrative is meaningful. You may use an extra page if the current format is not able to handle your comment length. Please be positive and when making a criticism, state it as a goal. Related arts teachers should pick 23 students or so per quarter to make a personalized comment.



Request for Leave/Substitutes

In the event of an absence, teachers are responsible for securing a substitute through AESOP. Please be sure your voicemail is set up in the system. In order to ensure classrooms are covered - time-off requests should be entered through AESOP **at least two weeks prior** to the request date. If you are ill and require a second day of absence, call the secretaries during the first day so that they can attempt to secure the same sub for the following day. After speaking with a secretary, you should enter the absence in AESOP. Please keep in mind that Mondays and Fridays are particularly difficult days to secure subs.

When you have a request to leave prior to 3:30 PM, you need to fill out an absence form. When the requests add up to $\frac{1}{2}$ day of missed time, we will deduct it from your AESOP log. 3 hours and 15 minutes is equal to $\frac{1}{2}$ day.



Social Networking Sites

Please be very careful about using social networking sites. Be sure to set your privacy settings to "only friends". If you use the "friends of friends" or "networks and friends", you will open yourself up to a much larger group of people including students and parents. It is not a good idea to "friend" current students or anyone under the age of 18 to whom you are not related nor should you accept their "friend" requests. The wall between your role as a public educator and any personal friendships with your students should always be visible and highly communicated. You have one reputation as an educator and we do not want to see anything damage that.

Any content you publish, pictures you post, or dialogue you maintain, whether in Facebook, Twitter, a blog, a discussion thread, or other website, should never compromise the professionalism, integrity, and ethics in your role as a District professional. A good question to ask yourself when posting or emailing is "Would I mind if that information appeared on the front page of the local newspaper?" If the answer is not yes, do not post it. Contrary to what some people think, email and social networking sites are very public places. Employees should be judicious when it comes to posting comments and content online. Students should never be discussed or described on your social networking sites. This opens up the district to potential litigation. We appreciate your understanding.

Technology

Students and staff of Gurnee School District 56 have access to a wealth of cutting-edge technology. It is expected that all teachers make good use of the variety of technology available to enhance their instruction. Technology needs to be a regular component of your instructional methodology. You should always be using your Front Row microphone if you are interacting with your whole classroom. Should you need support in these endeavors, please do not hesitate to inform building administration. We will be happy to arrange for any support or training you may need.

Should you need help, send an email to helpdesk@d56.org. When you enter your request here, you keep it in your emails until it is resolved. That way, you will not forget and become frustrated.



Tutoring

Please be aware that it is considered a conflict of interest to tutor a child in your own classroom. Advertisements for tutoring may not be passed out through the students nor may any official school databases be used to make mailing labels for tutoring advertising. Please let the administration know if you are tutoring any of our children. Tutoring may not take place in the building. Homebound tutoring is a different topic. This is a type of tutoring the district endorses and pays to have done. Please contact Ellen to find out more.



Volunteers

It is highly encouraged to make use of parent volunteers in your classroom on a regular basis. Parents want to be a part of things and are considered partners in the educational process. We want to establish a warm, welcoming climate for them. There are many ways that they can help you. They can provide individual tutoring, practice with math facts, listening to children read, copying, doing prep work around the room, or even doing some prep work in their home. Please do not allow parents to grade papers or have access to report cards, test data, or progress monitoring data. Those items must be kept confidential.

