

Boulware Springs Charter School

School Handbook
2017-2018



Improving our craft.

Boulware Charter School Handbook

Table of Contents

Section 1: Mission, Vision, and Overview	3
Section 2: School Climate and Collaboration	8
Innovation	8
School Values & Character Education.....	9
Behavior	18
Family Partnerships	23
Community Partnerships.....	27
Section 3: Instruction.....	29
Teaching and Learning	29
Teacher Evaluation Plan.....	32
Section 4: Operations.....	35
Safety and Emergency Plan.....	35
Drills & Security.....	36
Clinic Procedures.....	38
Field Trip Procedures	39
Substitute Request Procedures	41
Technology	42
Facilities.....	44

Section 1: Mission, Vision, and Overview

Origin of school opening: Why was the school founded?

Boulware Charter was founded by a team of mother-daughter educators, Kay Abbitt and Megan Lane. Both Kay and Megan are long-time residents of Gainesville and have combined experience as teachers, a parent, and a student of the Alachua County school system. Frustrated by both increased bureaucracy and a focus on testing in education, the team began to conceptualize a “different” type of school- one that was relevant, meaningful, and innovative when it came to the contextual needs of its students. As such, the team applied to open a charter school in June of 2014. They strategically selected East Gainesville for the location of the school due to the history of low achieving schools in the area. Essentially, the team’s objective was to ensure that underserved students who were otherwise “zoned to fail” were given the opportunity to choose a school that embodied their beliefs about education and provided them with a meaningful education.

Origin of school name: Boulware Springs Charter School (Boulware Charter)

The Boulware Springs Water Works is a historic site in Gainesville, Florida, located in East Gainesville at 3400 Southeast 15th Street. On June 20, 1985, it was added to the U.S. National Register of Historic Places. The spring was the site of an 1854 meeting where area citizens voted to create a new town (Gainesville) to replace Newnansville as the Alachua County seat. The spring was the source of city water until 1913 and was important in the city's growth. The University of Florida moved from Lake City to Gainesville in 1901 because the city promised the university free water for life from the Boulware Springs. Today, the spring no longer provides water to the city or to UF, however the historical significance of it being a source of life and education was the reason why this school was named after it. Just as the spring helped Gainesville grow, Boulware Springs Charter School helps children grow in both character and intellect.

Origin of our mascot: the manatee

Manatees are large, fully aquatic, mostly herbivorous marine mammals, sometimes known as sea cows. They mostly live in Florida and rely on the constant temperatures of natural springs to provide the warmer water in the winter that they need to survive. Manatees are capable of understanding discrimination tasks and show signs of complex associative learning. They also have good long-term memory. They are gentle and loving. Since they are often found in springs and exhibit characteristics applicable to our school’s mission, they were selected as our mascot.

Mission: Where we're headed...

The mission of Boulware Charter is to foster the academic, character, and physical growth of all of our students so that they are prepared for the intellectual and character demands of life beyond our school.

“The function of education is to teach one to think intensively and to think critically.
Intelligence plus character - that is the goal of true education.”
Martin Luther King, Jr.

Vision: How we'll get there...

The program at Boulware Springs Charter reflects our belief that an education should awaken and inspire students. Students at Boulware are encouraged to take chances, foster their curiosity, and challenge themselves to improve on a daily basis. Parents, community partners, and our school family will support these endeavors by providing the skills and support necessary for students to improve in intellect and character. Ultimately, our program will prepare students to be successful in their continued schooling, active members within their community, critical thinkers, and cooperative problem solvers in real world situations.

“Develop a passion for learning. If you do, you will never cease to grow.”
Anthony J. D'Angelo

Our Core School Values: Shared values that guide our attitudes and actions

Boulware's 4Rs encompasses the four core values that will provide the foundation for how Boulware's staff, students, families and community partners will go about achieving our mission. These four values are:

1. *Respect: We treat others as we expect to be treated.*
We embrace each individual's unique talents and honor diverse life and work styles. We operate in a spirit of cooperation and value human dignity. We speak to each other kindly and we use manners to show our appreciation.
2. *Responsibility: We do what we say we are going to do.*
We take responsibility for our actions and words. We develop trust by following through on our commitments.
3. *Being a Role Model: We set a good example.*
We are role models at school and outside of school. We use the skills we have learned to do the right thing.

4. *Reach for the Stars: We have a growth mindset.*

We respond to challenging learning with grit, perseverance and enthusiasm, knowing that when we struggle through something, we end up growing.

Our Core Staff Beliefs: Shared beliefs that guide our attitudes and actions

At Boulware, we believe:

1. We teach in schools, not classrooms.

This seems like a nonsense statement until you consider all the mindset shifts necessary to break away from the traditional vision of teachers as islands. The purpose of this statement is to acknowledge that teachers do a significant amount of work outside the classrooms with parents, fellow teachers, and leaders. This argument is not just an ode to the value of collaboration; it is the challenge of Baldwin's quote "The children are always ours, every single one of them." If we teach in schools and not classrooms then it matters just as much how kids are in the classroom down the hall and in all the grades to come.

2. We teach on a PreK to 16 continuum.

We realize that the outcomes our kids deserve necessitate continuously strong teaching from the time our kids are four until they are twenty-two. An excellent Boulware classroom is not a catapult that sends a kid shooting off to college, but part of a bridge. And all of our excellent teaching revolves around seeing that continuum and approaching each interaction with our children with, an urgent patience, an understanding of what lies ahead of them, but also an absolutely insane focus on accomplishing the most we can with the moment in front of us.

3. Joy is a means and end in education.

Joy is more than a tool for increased engagement. Joy is what it means to teach and learn in our schools. Joy appears in myriad of ways across the PreK-16 continuum, but is palpable in every excellent classroom. It is not simply something you do in a hook to jazz kids up for a lesson. Joy is infused throughout the very act of teaching and learning. Kids should enjoy school so much that they can't imagine missing a day and attendance rules become unnecessary.

4. We want teaching to be a ray, not a line segment.

We believe in a growth mindset about teaching and learning. Like a ray, there is no endpoint in teaching and learning. It is an art and science at which we can continually get better. Becoming a truly excellent teacher is a lifelong pursuit. We want every one of our teachers to embody the belief: I can become a great teacher and will never truly get to the end of this path because there's so much to learn and so much to do in the act of teaching and learning.

The Boulware Difference: Meeting our students' needs

Boulware Springs Charter School offers unique features that seek to alleviate many of the barriers to student achievement. Some of these features are listed briefly below. However, these features will be discussed in more detail in the following sections on culture, instruction, and operations.

Extended School Year/Day

At Boulware we believe that students need more instructional time to fully reach their goals. As such, our school year starts in mid-July and ends in early June. Each 50-day (ten week) term is followed by a 10-day (two week) break. Our summer is only 6 weeks long, reducing the effects of summer learning loss.

Boulware also offers a longer school day to increase instructional time. Our school day runs from 8am-4pm. We have early release on Wednesdays at 2pm. Our longer day allows teachers to spend more time in reading, math, specials, and Spanish, in addition to daily science and social studies classes. Overall, Boulware offers over 1200 hours of instructional time as compared to 720-900 hours in traditional public schools.

Free After School Tutoring for Students Performing Below Grade Level

Students who are struggling to meet their learning goals are required to stay for free tutoring after school in small groups. After school tutoring provides up to 5 additional hours of instruction per week. Students not required to stay for tutoring can participate in Boulware's after school program, which runs until 5:30 each day and is reasonably priced.

Parent Partnerships

We believe parents are an integral part of their children's education. When parents enroll their children at Boulware, they sign a contract where they pledge to give 10 service hours per year at the school, meet with teachers regularly, and positively reinforce learning at home. Additionally, families are offered opportunities to influence school policy and education policy in the greater community.

Character Education

Each day 30 minutes of classroom time is dedicated to a character education curriculum. During this time, students learn about manners, conflict resolution, positive character traits, and what it means to be a role model.

Spanish Instruction

All students at Boulware receive 30-45 minutes of Spanish instruction each day. Our Spanish program teaches students Spanish conversation and language, in addition to teaching students about Spanish cultures around the world

Specials Program

We offer a variety of enriching activities in the arts, physical education, and music. Select students at Boulware receive tennis lessons from tennis professionals through the Aces in Motion program. Each term students rotate between other classes such as painting, pottery, chorus, gardening, dance, and arts and crafts. We believe that exposing students to many different types of art and music is an integral part of their full development.

Community Partnerships

Boulware is a community school and believes that partnering with organizations in Gainesville is an important component to ensure that our students' needs are met.

Healthy Lifestyle

Boulware was selected as a Community Feeding school and all students at Boulware receive free healthy breakfast and lunch. Additionally, a generous donor has sponsored the Morning Mile program at Boulware so that students get to start their day with exercise and learn about keeping fit.

Teacher Selection and Professional Development

Our teachers are innovative, flexible, compassionate, and highly skilled in instructional techniques. Boulware teachers go through a rigorous selection process. Once hired, they all participate in extensive training and professional development programs to ensure an ongoing commitment to Boulware's mission and vision.

Section 2: School Climate and Collaboration

Innovation

Overview

Part of the benefit of working in charter school is flexibility to try new things and deviate from the norm. It is this spirit of innovation that allows schools to move from average to the next level. At Boulware Charter, we believe that our school family should respond to problems or challenges by experimenting with new programs, new curriculum, or new approaches. We also believe that our new approaches should be based on research, experience, or data.

The following innovative programs and approaches are currently being implemented at Boulware:

- **NeuroNet (K-2):** NeuroNet is a research-based learning readiness program designed to help students in grades K-2 develop fluency in essential reading, math, and handwriting skills. NeuroNet programs center around 4 Key Concepts:
 - Learn independently
 - Watch and learn, then think and do. Engage in productive trial and error problem solving.
 - Make the speed and accuracy network
 - Develop fluency in early reading, handwriting, and math skills. Learn how to use what you know to enhance new learning.
 - Get your brain to practice what you want your brain to learn
 - To develop fluency, you must practice fluency.
 - Self-evaluation is the key to motivation
 - Learn to self-evaluate and to equate effort and practice with improvements in performance.

- **Expressive Writing and Working Memory (3-5)**
 - Research conducted at Boulware Springs between 2014 and 2016 found that when students write expressively, their working memory improved significantly. Writing expressively relieves stress, which can interfere with the capacity of working memory, thus impairing the ability to complete cognitive tasks. As such, students should be encouraged to write expressively at least twice per week. This writing can be in response to behavior, academic struggles, or during character education time.

- **Alternative Calendar**

- Boulware’s alternative calendar isn’t just a trend that we thought we’d try. The intention behind the longer, more spread-out school year is based in research and fitted to our students’ needs. Students lose learning over the summer- that has been shown in research. Students from low-SES backgrounds are especially prone to this. By adding more days to the calendar and spreading out the time that we are in school, students are less likely to lose learning and need remediation. Furthermore, adding two extra hours to the typical school day allows us some “elbow room” to cover all of the standards, provide additional support in the form of remediation and enrichment, and have time to focus on character education and social emotional growth. We are one of the only schools in North Central Florida, if not the state of Florida, that has adjusted its schedule to meet the needs of our students and follow what the research says.

School Values & Character Education

The 4Rs- Our Core Values

Boulware Charter believes that through its extensive focus on the core values and character development, its school climate will be achievement-oriented with limited disciplinary distractions and happy students. Boulware values serve as the norms of interaction between every member of the Boulware community. The most common feedback we get from our school community regarding climate is that we have a “family-like” atmosphere where students feel like a person, not a number, and where everyone is approachable. We will continue to foster this spirit at Boulware by integrating our core values into the daily life of the school and ensuring that we think of our school as family, not as a set of isolated classes. The chart below details Boulware’s values.

Value	Definition	Core Messages	Sample Key Behaviors	Impact on School Culture
Respect	We embrace each individual’s unique talents and honor diverse life and work styles. We operate in a spirit of cooperation and value human dignity. We speak to each other kindly and we use manners to show our appreciation.	Respect makes our world a better place. We learn more with an open mind.	Adults: I respect my peers' time and beliefs and have an open mind about my students. Students: I speak kindly to others and try to learn interesting things about my peers.	School community members will feel... -part of a family - open to sharing about themselves - safe and secure

Responsibility	We take responsibility for our actions and words. We develop trust by following through on our commitments.	It is important to follow through. Everyone should contribute.	Adults: I follow through on commitments and plans. Students: I admit when I've done something wrong and am willing to learn from my mistakes.	School community members will feel: - trusting/trusted - ownership over our school. - more will get done
Being a Role Model	We are role models at school and outside of school. We use the skills we have learned to do the right thing.	Modeling good behavior is powerful. Being a leader is influential.	Adults: I model school expectations for students because I know they learn from watching me. Students: I pick up trash without asking or help others in need.	School community members will feel: - accountable for doing the right thing - like leaders
Reach for the Stars/Grit	We respond to challenging learning with perseverance and enthusiasm, knowing that when we struggle through something, we end up growing.	Growth Mindset works!	Adults: -I ask myself, "what can I do about it?" when I encounter an obstacle. Students: -I say, "bring it on!" to challenges	School community members will feel: - inspired - invigorated - confident

While the four core values of Boulware will be embedded on a daily basis into a variety of school systems, culture, and activities, we will also use character education instructional time to explore certain character strengths each year. This year's character strengths were selected in response to a needs assessment based on an evaluation of last year's behavior and school culture concerns. As such, the character strengths Boulware will focus on this year are:

Character Strengths

1. **Gratitude:** the quality of being thankful; readiness to show appreciation for and to return kindness
 - a. Someone who shows the character trait of gratitude recognizes with all honesty and humbleness that there have been others who have helped them, encouraged them, and invested a part of themselves into their life, helping them to become the person of character they are today.
 - b. Demonstrating gratitude could involve:

- Verbalize our gratefulness to others. A heartfelt, sincere “thank you” is not only an appropriate thing to say, it also shows to others that you recognize their kindness and are happy to acknowledge it out loud.
 - The art of writing “thank you” cards, letters or emails are another way of reinforcing the attitude of gratitude in our children and young adults.
 - Start listing one thing and/or person you are grateful for each day and keep that list “available” to read. Write your thoughts down and give a sentence or two of “why” you are grateful for that person / thing/ situation. Not only will it help you find joy in everyday things, but reading from that list will give you a noteworthy diversion on those days when things aren’t going so well.
 - For those with students who tend to pout or throw a fit when they can’t have something they want, try watching some documentaries about third world countries with your kids to see how they live, or visit a hospital or homeless shelter to add perspective.
2. **Empathy:** To be able to understand another person’s circumstances and to have the capacity to see beyond your needs and comfort.
- a. According to new research, empathy is a habit we can cultivate to improve the quality of our own lives.
 - b. Over the last decade, neuroscientists have identified a 10-section “empathy circuit” in our brains which, if damaged, can curtail our ability to understand what other people are feeling.
 - c. Evolutionary biologists like Frans de Waal have shown that we are social animals who have naturally evolved to care for each other, just like our primate cousins. And psychologists have revealed that we are primed for empathy by strong attachment relationships in the first two years of life.
 - d. Highly empathetic people:
 - i. *Have an insatiable curiosity about strangers.* Curiosity expands our empathy when we talk to people outside our usual social circle, encountering lives and worldviews very different from our own.
 - ii. *Challenge prejudices and discover commonalities* by searching for what they share with people rather than what divides them.
 - iii. *Try another person’s life.* One can expand their empathy by gaining direct experience of other people’s lives, putting into practice the Native American proverb, “Walk a mile in another man’s moccasins before you criticize him.”
 - iv. *Listen and share.* To be empathetic you must practice the art of active listening and also be willing to be vulnerable to build trust.
 - v. *Are inspired to promote change.* We typically assume empathy happens at the level of individuals, but HEPs understand that empathy can also be a mass phenomenon that brings about fundamental social change.

3. **Joy:** Becoming educated should not require giving up pleasure. Helping students discover their passions will bring joy to learning.
 - a. The school day at Boulware is long, and we ask a lot of our students in terms of growth mindset and rigor. There should be intention around encouraging students to be joyful, modeling joy, and creating joyful environments.
 - b. This includes:
 - i. Exuding a love of learning through facial expressions, tone, and actions.
 - ii. Being curious and displaying a love of learning.
 - iii. Smiling and laughing regularly, and bringing humor and zest to the classroom.
 - iv. Celebrating classmate's efforts and successes when applicable.
 - v. Seizing opportunities in the day to smile, laugh, and be expressive.

4. **Mindfulness:** Mindfulness is having both present-time awareness and mental calmness.
 - a. Many educators are introducing meditation into the classroom as a means of improving kids' attention and emotional regulation.
 - b. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety.
 - c. The body of scientific research illustrating the positive effects of mindfulness training on mental health and well-being—at the level of the brain as well as at the level of behavior—grows steadily more well-established: It improves attention, reduces stress, and results in better emotional regulation and an improved capacity for compassion and empathy. Brain-imaging studies at Harvard and Mass General Hospital have shown that long-term mindfulness training can help thicken the cortical regions related to attention and sensory processing, and may offset thinning of those areas that typically comes with aging.
 - d. This includes:
 - i. Formal meditation (visualizations, breath work, forgiveness and reconciliation practices) and body awareness exercises (body scans, walking meditation, mindful yoga and movement) encourage constant awareness of our emotional state and surrounding environment.

2016-2017 Goals

To improve the Boulware learning community, Boulware will use the school's core values to promote a positive, uniform, and family-like school climate that creates the environment necessary for growing in intellect and character.

Action Steps

Boulware's mission, vision and values are thoughtfully aligned. Through intentional, regular and ongoing values reinforcement, this alignment will become integral to the staff and student climate of the school. Boulware will employ the following intentional strategies to establish and reinforce Boulware's mission, vision and values:

- **Monthly Value/Strength:** Each month we will focus on a different core value or character strength. Throughout the month the focus of character education lessons should be related to the value/trait of the month.
- **Norming:** During the last staff meeting of each month, teachers and administration will "norm" on what the following month's value/strength looks like, how to measure it in the classroom, and idea share about how to teach it. This will require the reading of articles or guides and sharing of ideas.
- **School-Wide Values Common Language:** Teachers and students will use the value messages during praise, redirections, and throughout the day. This will allow for students to hear the key messages in many different contexts and situations.
- **Manatee of the Month:** Teachers will choose a student(s) that has exhibited the value/strength of the month, and submit their name with an example of how they exhibited that month's value/strength and how it connected to achievement and success. These students will be recognized at a monthly ceremony.
- **Manatee Jubilee**
Every week we will meet as a school (or in smaller groups) to do activities that support culture-building and/or character education. This may include having guest speakers, doing team building activities, playing games, or buddy reading. Teachers will work in pairs to organize four Manatee Jubilees per year. Administration will organize the remaining Manatee Jubilees. Plans for that week's MJ should be sent to all teachers, staff, and admin via email by Monday at 5pm.
- **Student Shout-outs:** Feedback from focus groups with parents revealed that parents were especially encouraged and pleased when teachers reached out to them about positive things their child had done (e.g., not just when they were in trouble). As such, we will aim to send parents a positive message about their children regularly. Class Dojo is a great place to display student work, honor students, and show parents the awesome things happening at Boulware. Additionally, we will have a public space dedicated to shouting-out students for practicing the character traits.
- **Classroom Observations:** Teachers will be observed for culture and environment at least once per term (see observation rubric). During observations, the observer will

listen and document the ways in which teachers and students are using the values/strengths and positive reinforcement to contribute to Boulware’s culture.

- **House System:** At Boulware, all students, teachers, and staff will join one of four “houses.” Each house will have a unique identity and meaning. The purpose of a house system is to create a more intimate family unit within our larger Boulware family. Being a part of a house creates opportunities for students, across grade levels, to interact, support, and show pride for their house. Houses will participate in challenges or activities that require them to work together to reach a common goal. Houses can earn points for reaching these common goals. Although houses will compete to see who can earn the most points, this competition will be fueled by positive, supportive encouragement for all students, rather than “trash talking” or not wishing others well. Students, teachers, and staff will be inducted into houses through an elaborate ceremony at the beginning of the year. Once in a house, that is your house for life. Being in a house will give students and staff opportunities to model healthy social/emotional behaviors and will instill pride and excitement into the school climate.

Character Education Schedule:

August	Respect
September	Reach for the Stars
October	Mindfulness
November	Gratitude
December	Role Model
January	Joy
February	Empathy
March	Responsibility
April	Teacher’s choice
May	Review of all traits

Guidelines/examples for value/character strength lessons:

- Reading a book that is related to the value/strength and discussing the value/strength in the context of the book
- Art/music activities that are related to the value/strength
- Learning about famous people who exhibit the value/strength.
- Learning about historical events that are related to the value/strength.

- Team-building activities that require the use of the value/strength.
- Chelsea's Pinterest Board
- Lessons do not have to explicitly teach the value/strength, they can also model something you might do when exhibiting that value/strength. For example, during the role model month, you could have your class work on a community service project to help the homeless. Connect the activity to the value/strength by explaining that role models help people in need, which is what they are doing by working on the service project.
- Any Second Step or SkillStreaming lesson related to the value/strength

Classroom Observations

Classroom observations for climate and character will take place at least once per term. The purpose of these observations is to:

1. Ensure consistent messaging across the school
2. See how teachers are implementing character education lessons in order to idea share about innovative and effective character education across the school and from year to year
3. Understand strengths and areas of growth as part of teacher's professional development

Teachers will submit character education lessons with their weekly lesson plans by Sunday at 5pm. Some observations may be scheduled (let me know if you want me to come for something in particular!), others may be unannounced. The following form will be used for culture/character education observations:

Teacher/Grade/Subject:

Date/Start Time/End Time:



CLASSROOM WALKTHROUGH OBSERVATION

LEGEND

- 1- Unacceptable
- 2 - Needs Improvement
- 3 - Acceptable
- 4 - Exemplary

Focus on ENVIRONMENT & CULTURE

QUALITY EVIDENCE	OBSERVATION	FOLLOW-UP
Classroom Appearance		
Organized, neat & uncluttered	1 2 3 4	
Student expectations and learning goals are displayed	1 2 3 4	
Standards-based student work is displayed	1 2 3 4	
Other visuals support learning	1 2 3 4	
Classroom Management		
Class Dojo is being used appropriately	1 2 3 4	
Safe & orderly environment	1 2 3 4	
Routines & procedures are evident	1 2 3 4	
Evidence that students understand behavioral expectations	1 2 3 4	
Positive behavior is reinforced	1 2 3 4	
Negative behavior is addressed through effective means	1 2 3 4	
Teacher circulates throughout the classroom	1 2 3 4	
Teacher manages/monitors many activities simultaneously	1 2 3 4	
Teacher manages proactively & calmly	1 2 3 4	
Teacher displays energy & enthusiasm	1 2 3 4	
Time is used effectively & efficiently	1 2 3 4	
Classroom Culture		
Respectful, positive student-teacher relationships are evident	1 2 3 4	
Common language for core values and character strengths is used	1 2 3 4	
Students are comfortable sharing ideas, questions, concerns, or needs	1 2 3 4	
Evidence of celebrating student success	1 2 3 4	
Strengths		
Areas of Growth		

Points Earned/points possible=

Average rating:

Measurements of Accomplishment

90% of staff will report an overall positive staff climate on EOY staff survey

90% of staff will report that activities relating to core values positively impacted school climate on EOY staff survey

90% of parents will report an overall positive climate on EOY parent survey

99% of parents will report that they received positive messaging from teachers regarding their children throughout the year (2016-17: 92%)

90% of students will report an overall positive school climate on EOY student survey

95% of students will be able to explain, model, and give an example of each value and strength by the end of the year (a smaller selection will be sampled)

Uniforms

Uniforms are an equalizing force in schools. They represent solidarity and a school climate focused on acceptance. As such, this year, we are being very strict about the uniform policy. Appropriate uniform includes:

- Tops: Boulware light or dark blue polos, long sleeved or short sleeved
 - If students wear a long sleeved shirt underneath their polo it must match the color of their shirt (either light or dark blue)
- Bottoms: Navy blue or khaki pants, skirts, shorts, or jumpers are acceptable. Shorts and skirts must sit below the fingertips.
 - If students wear leggings or tights under their bottoms they must be navy blue
- Shoes
 - Only athletic shoes are allowed.
 - Only mostly white or mostly black athletic shoes.
 - No flats, boots, sandals, or flip flops.
- Socks
 - Only white or black ankle or regular length socks are allowed.
 - No knee socks or colored socks.
- Outwear
 - Only Boulware sweatshirts are acceptable to wear inside during cold months.

- Jackets, scarves, gloves, and hats may be worn to school and outside for PE, but must be removed whenever indoors and on campus.
- If students are out of uniform, please send to the front office immediately.

Behavior

Overview

Emerging research and evidence clearly demonstrates that students with backgrounds based in adversity or stress have a clear disadvantage when coming to elementary school. On a biological level, these students' brains are underdeveloped. In the classroom, this can result in students being in a constant state of flight, fright, or freeze. The smallest triggers can make them explode. Similarly, students may shut down when tasks get too hard. The traditional way of thinking is that "problem students" just need to be punished and then they will learn not to repeat the same behavior. However, experts in behavioral research are finding more and more that students from adverse backgrounds just see punishment as another reason to feel discouraged and defeated, further feeding their instinct to lash out.

One way to alleviate this is to teach character strengths that counteract some of the negative instincts that students have developed. Another, rather new, way is to help students develop their brain connections and try to strengthen them more quickly than average using a combination of movements that increase oxygen to the brain and also challenge the brain to grow (this is what the NeuroNet program aims to do).

Our job as educators is to understand the context from which our students come and respond with love and sympathy. This does not mean that students will not be held accountable for their actions. Rather, it means that we must understand the effect that stress has on the brain and psyche, and respond with a degree of understanding.

Using feedback and observations from last year's plan, this year's behavior plan was developed. It is more simple and clear. It is also still uniform, while providing opportunity for teacher preferences. Lastly, the focus is still to prevent sending students home and instead counsel/rehabilitate students by keeping them in school, having them reflect on their behavior, and providing them with skills to better regular their own behavior..

2016-2017 Goals

To improve the Boulware learning community, we will implement a behavior system that is fair, uniform, efficient, and empathetic. The behavior system will focus on rehabilitative and skill-building responses to undesirable behaviors. Teachers will try using techniques that keep students in class. Administrators will offer professional development and in-class support to address behavior issues.

Action Steps

The first thing we must norm on is expectations. By setting school-wide expectations we are expressing that in all areas of the school expectations are the same. The following are universal expectations for Boulware. You are welcome to come up with supplemental expectations in your classroom (or “brainstorm” with your class to come up with this list), so long as they don’t negate/add confusion to any of the following.

School-Wide Expectations

Our Boulware expectations are the same in every classroom and in every part of the building.

Work Hard

Be a good listener.

Do your best. (REACH FOR THE STARS)

Ask and answer questions.

Stop and think.

Beat the clock. (work urgently and within the allotted time)

Be Kind

Use materials appropriately.

Take care of our space.

Use nice words.

Help a classmate.

Share a smile. (JOY)

Stay Safe

Follow directions the first time.

Stay in your assigned area.

Keep your hands, feet and objects to yourself.

Hip and lip. (No attitude)

Use the designated noise level.

Five-Star Listener

We define a “good” or Five-Star Listener as:

1. Eyes are watching
2. Ears are listening
3. Lips are closed
4. Hands are in lap, still and silent
5. Feet are still and silent

Noise Levels

- Level 0- No noise; silence
- Level 1- Whisper manners only- thank you, sorry, excuse me, you're welcome, bless you
- Level 2- Quiet talking to elbow friend.
- Level 3- Spirit voices (no screaming, screeching, or silliness)

Getting students familiar with these expectations is the first step. Posters will be provided for your classroom with these expectations. In addition, they will be posted around the school. Please spend time explaining them to your class and providing examples of what they mean. Students should be explicitly taught how to meet these expectations and practice it repetitiously until we get it right as a team.

Behavior Classifications

Below is a categorized list of non-major and major behaviors:

Non-major	Major
Not sitting properly	Hitting
Not listening	Cursing
Talking	Hurting themselves, another student or adult
Playing	Throwing or kicking large objects (chairs, desks, books)
Not doing work	Inappropriate touching of own body or other student's body
Not participating in activity	Possession of Weapons
Making a mess intentionally	Possession of Drugs/Alcohol
Tantrums*	Gang-related materials/behavior
Loud Crying*	Bullying that causes severe psychological/physical damage
Pouting	
Using mean/potty words	
Defiantly not following directions*	
Not using designated noise level	
Licking tongue/rolling eyes	
Toys and/or Electronics (including cell phones (Teacher will confiscate)	
Minor bullying/gossiping	
Tracking the door, visitors or misbehaviors	

**For tantrums, loud crying and defiantly not following directions that occur to the point where teaching is largely interrupted or the classroom is unsafe, teacher will immediately send student to office.*

Addressing Non-Major Behaviors

Based on teacher feedback from last year, our plan for this year is to provide more behavior support IN the classroom and try to find strategies and techniques so that students are not removed from class unnecessarily and missing instructional time. Additionally, last year, students were sent to the office under a variety of circumstances for non-major behaviors. Some had been warned/re-directed quite a bit, some not at all. In order to create a more uniform system so that reporting to parents and loss of privileges is fair, teachers will use the following strategies to address non-major behaviors in the classroom:

1. Verbal reprimand or quick conference or re-direction
 - a. Teacher must clearly articulate the misbehavior, explain how student can correct it, and warn that a subsequent misbehavior will result in a timeout.
2. Timeout or cooldown (initiated by teacher)
 - a. Teacher must clearly articulate the misbehavior and direct the student to leave the group and do work or calm down in isolated setting.
 - b. Do not send students outside of the classroom (on porch or ramp) for this- must be in immediately supervised area.
 - c. Suggestion: have students reflect or write expressively once calmed down.
 - d. Maximum 10 minutes unless working better in isolation.
3. Timeout in buddy classroom
 - a. Must send student with work
 - b. 15 minutes max
 - c. Buddy classrooms:
 - i. K-C and 4th grade (Jules)
 - ii. K-N and 5 grade (Baldwin)
 - iii. 1st and 3-Flamand, 3-Toole
 - iv. 2nd (Blalock) and small 4th grade (Ferrell)
4. Referral to office
 - a. Must have tried the three techniques above before referral can be written
 - b. This is a serious consequence that will result in loss of paycheck points and parent contact
 - c. Teachers must submit a referral prior to sending student to the office OR may send student with brief note of what happened and then submit a referral within the next 20 minutes.

IMPORTANT: Teachers may and should supplement these procedures with any other forms of behavior management practices they'd like. For example, teachers may choose to have a treasure box or other reward system, use recess as an additional timeout, use character education or skill-building to address specific behaviors, start anti-bullying programs, or conflict resolution programs, etc. As such, we plan to have professional development

opportunities and in class support (in the form of administration or other teachers) around correcting and adjusting for behaviors in the classroom using different techniques. We feel we should be more innovative, rehabilitative, and inclusive, so experiment with techniques and then share with colleagues!

Addressing Major Behaviors

Major infractions should be referred to the office immediately and a referral must be written in Skyward. Please ensure that there is evidence (trustworthy eyewitnesses, camera evidence, physical evidence, etc.) before referring a student to the office and that all of the evidence is noted in referral. Students should not be sent up for suspected behavior.

Overall, we just ask that before you send students to the office, you complete the three mandatory strategies above, so fit these into your preferential systems as you see fit.

Consequences

Students sent to the office for repeated non-major or major offenses may be sent home or suspended, will lose points, may be required to participate in an individual behavior intervention plan (including both parents and students), and/or may be assigned to other tasks or punishments.

Students inappropriately sent to the office will be sent back to class and a meeting will be scheduled with that teacher immediately after school to discuss the matter and problem-solve the handling of similar behaviors in the future.

Tracking Behavior: Paychecks

Instead of using Class Dojo for behavior tracking, this year we will be using a paycheck system. This system has been implemented in other elementary schools with success. In general, the paycheck system gives students a certain amount of points that they start out with each week (their “paycheck”). Throughout the week, there are a few clear and serious ways in which students can lose points. The loss of most, if not all, paycheck points will be managed by the front office. For example, students may lose points for unexcused absences/tardies/checkouts, being out of uniform, repeated bullying, and being sent to the office for behavior. We will norm on exactly what the deductions look like during the second week of school.

At the end of the week, students have a balance on their paycheck. Paychecks are printed out and sent home in Friday folders. In order to “deposit” (retain) their paychecks on Monday, students MUST bring back their paycheck signed by their parents. This will force parents to recognize and discuss loss of paycheck points with their children over the weekend.

The motivation to retain as many points as possible will be spurred by the fact that a field trip and/or school dance/activity will be scheduled at the end of each term. These activities

are additional privileges outside of normal school activities. Students must have a pre-determined amount of points to “pay” to participate in these privileges. We hope this will encourage students and parents to work together to earn points for events at the school that are fun.

Parent Communication

Class Dojo will still be used to share photos and communicate with parents. We may also use Class Dojo as a method for tracking House points. We want to keep this space positive and a place where parents can see what’s going on around the school and receive important school information. You’re still welcome to communicate with parents privately via Class Dojo about any concerns, information, or praise you have about students.

However, we will not be using Class Dojo to track student behavior. Paycheck deductions will be communicated to parents either in advance (such as with absences/tardies) or when deductions are taken (such as when students are sent to the office). Furthermore, because parents have to sign paychecks each week

Friday folders will provide weekly communication of both schoolwork and behavior. Teachers will also send home newsletters.

Measurements of Accomplishment

90% of teachers will report that the behavior system was effective on the EOY staff survey

90% of teachers will report that they tried using new techniques to address undesirable behaviors within the classroom on the EOY staff survey

90% of parents will report satisfaction with the behavior management system

90% of students will report that they felt like they had the skills to regulate their behavior in the classroom

Family Partnerships

Overview

Simply put, parent involvement is often more of a "doing to," while partnership is a "doing with." With involvement, schools tend to lead with their *mouth* -- generally telling parents what they should be doing. Partnerships, on the other hand, have schools leading with their *ears*. By listening to parents' ideas, and by eliciting from them what they have found works best with their children, we can develop a more genuine partnership that is helpful to young people.

In the context of school reform, effective parent partnerships can be characterized by:

1. A community of parents committed to school improvement
2. Relationships of trust between parents and schools
3. Development of parent participation and leadership skills
4. Parent opportunity to influence the process and outcomes of an issue
5. Parent participation in a deliberation process where all participants are on an equal footing
6. New roles for school administrators and teachers as partners who listen to parent concerns, work with them on issues, and engage them in open dialogue
7. Changes in local administrative systems to support authentic participation (Harvard Family Research Project, 2003)

A strong body of research shows that students do better in school and in life when their parents are partners with the school. The roles parents play in their children's success are: setting high expectations, monitoring performance and holding children accountable, supporting learning at home, guiding children's education through college, and advocating for them. Boulware can foster these by creating an environment in which parents feel welcomed and like partners.

2016-2017 Goals

To improve the Boulware learning community, we will develop and implement a school-wide family partnership plan that includes parents in meaningful and authentic ways.

Action Steps

Last year our focus was home visits. Home visits were a huge success in that many teachers reported meaningful and positive experiences when visiting homes. Over 28% of our students received a home visit.

Some parents seemed hesitant to arrange for a home visit. We hope that via word of mouth, more parents will be open to the idea of home visits this year. Furthermore, we have partnered with community resources and developed new flex time policies in order to offer more support and encourage the completion of home visits.

Home Visits

The concept behind Parent-Teacher Home Visits is simple: teachers and parents come together as equal partners to form a trusting relationship, which becomes the basis for collaboration to support student learning. After a three year study of 14 schools engaging in teacher home visits for students, researchers at the California State University at Sacramento (CSUS) found evidence that home visits could increase student performance, jumpstart

parent involvement, reduce discipline problems and increase overall positive attitudes toward school. If done correctly, a home visit program can give teachers, parents and students a better opportunity for connection, communication and collaboration.

Teachers (and admin) will be highly encouraged to visit families at their home with the goal of building relationships of trust and respect between home and school. These visits provide opportunities for educators to spend time in the neighborhoods in which they work and to listen to the perspectives of community members. The visits are not designed to be assessments of families; rather, they are relational in nature and are specifically designed to be respectful of families' assets and strengths and to build the capacity of both the educator and the family to support the academic and social success of every student. (Henderson, Hill, & Mapp, 2011) Based on the best practices reported by other schools implementing home visits, Boulware will adhere to the following guidelines for home visits:

- **The purpose of home visits is to build relationships with your students' families.** The focus of the home visit is to meet and learn about your families, as well as to establish trust and respect. While there are many other things a school may want to communicate about to families, such as dress code, homework policies, rules, etc., the home visit is not the right time for that communication. Teachers begin the home visit conversations by asking families to share their hopes and dreams for their child as well as information about their child's strengths and possible challenges.
- **Home visits are not conducted on school grounds.** When teachers meet with families outside of school, teachers break down families' mistrust and uncertainty about schools. Furthermore, teachers learn more about students' backgrounds, interests, and life experiences, which they can then draw on to improve their teaching, when they meet families in the home. If a family is highly resistant to a visit in the home, educators may offer a neutral location in the community.
- **Home visits are voluntary for teachers and parents.** In order to build strong, trusting relationships with one another, both teachers and parents must feel respected and valued. Forcing a family to host you in their home doesn't build respect. Neither does forcing teachers to visit families when they don't want to do so.
- **Home visits should not stigmatize students.** Teachers must make sure to visit a broad cross-section of students with differences in behavior and academic performance. While we *encourage* teachers to think strategically about which students they visit, it is critical for parents to see these as positive visits. If word gets out that only struggling students get home visits, families will be less likely to want to meet with you.
- **Home visits are scheduled in advance.** Scheduling in advance is a sign of respect and shows how much you value parents' time. Furthermore, because parents will know you are coming, it keeps you safe and ensures you won't see anything you

shouldn't see. At Boulware, teachers can arrange their own schedule of home visits in collaboration with other teachers, or administration can arrange home visits given a schedule you provide.

- **Home visits are conducted in pairs.** Going on home visits with a partner ensures you will be comfortable and safe. It also allows families to meet an additional person in the school community, which makes them feel even more welcomed. Finally, your partner is an extra set of eyes and ears to help you remember what you learned after you leave the visit.
- **Home visits are compensated or otherwise incentivized.** Boulware respects the hard work teachers are doing to improve family partnerships. As such, we have developed flex time policy to compensate teachers with time off for completion of home visits.

Flex Time Policy

First, based on teacher feedback, one Wednesday afternoon per month will be dedicated to flex time. During this time, teachers may individually plan, plan collaboratively, or complete home visits. Essentially, this time is your own. This would also be a good day to schedule personal appointments, if needed, so that other Wednesday meetings are not missed.

Second, Boulware is offering flex time for completed home visits. Flex time is given in hour increments and can be “cashed in” for PTO in half day increments. The following outlines how flex time is earned:

- July 10th- July 30th: 1 home visit= 1 hour of flex time
- After July 30th: 2 home visits= 1 hour of flex time

Home visits will be tracked by turning in home visit logs with the date of the visit on them. They will be tallied once per month and flex time will be added to paychecks after the tally. The resulting PTO may be used to take time off of school (sub provided), however, they cannot be used on Wednesday afternoons when staff meetings or PD is scheduled.

Parent Service Hours

Parents are required to give at least ten service hours to the school each year. In the past, these service hours have mostly been completed in somewhat unengaging and basic ways. Our goal for this year is to make service hours more meaningful and useful to both the parents and the school. We have found that parents enjoy being at the school for events such as our Thanksgiving feast and other events that require them to contribute by bringing food or helping in a collaborative way. Suggestions have been made that perhaps parents could earn hours when they cook food to contribute to our Thanksgiving feast. Another possibility might be to start a “meal train” where families in need (due to illness or hard times) are provided with meals from other parents in the school. This helps to bridge not

only the school's partnerships with parents, but also parent's partnerships with parents. Please contribute any ideas you may have to make parent service hours more meaningful.

Measurements of Accomplishment

100% of teachers will report conducting at least one home visit

90% of teachers will report that the flex time policy was motivating and fair

75% of families will receive a home visit

90% of parents that received a home visit will report that it was a positive experience on the EOY parent survey

Community Partnerships

Overview

A community school is a place and a set of partnerships connecting a school, the families of students, and the surrounding community. A community school is distinguished by an integrated focus on academics, youth development, family support, health and social services, and community development. Community schools extend the school day and week, reaching students, their families, and community residents in unique ways. Community schools are thus uniquely equipped to develop their students into educated citizens who are ready and able to give back to their communities. (Blank et al, 2012)

Research shows that students in community schools in and around Tulsa, Oklahoma, for example, are outperforming non-community schools on state tests in math by 32 points and reading by 19 points. What's more, another study found that community schools outperform matched non-community schools on measures of dropout and graduation rates. (Adams et al, 2010)

Furthermore, volunteerism, is an American tradition with deep roots. Through this ethic of service, Americans express their belief in the importance of individual effort and concern for others. One way in which this value has been passed on to younger generations is through the inclusion of community service and service-learning opportunities in schools, where young people begin to develop their roles as active members of the community who make contributions to addressing community needs. The idea that the nation's schools serve as a crucial place for young people to learn this ethic has been corroborated by research by scholars such as John Dewey. Based on his work on education, Dewey found that the habits of democracy are most effectively achieved when students, educators, and community members actively work together to address society's needs. (Spring et al, 2008)

2016-2017 Goals

To improve the Boulware learning community, we will continue to partner with local organizations to raise awareness and bring resources to Boulware (become more of a community school). Additionally, each House will participate in one community service project during the year.

Action Steps

Community School

Boulware already has several existing relationships with community organizations. For example, we partner with the following for a variety of services, including putting on events, improving school grounds/helping clean the school, and connecting our families/school with resources:

- City Church
- Girl Scouts
- UF Campaign for Charities
- Chamber of Commerce
- Community Foundation
- Alachua County Emerging Leaders (ACELE)
- Boys & Girls Club

This year, the school will continue to foster these partnerships, while also trying to form new partnerships. If you are involved or know of community partners, feel free to bring them into our school community.

Community Service Projects

Community service projects are an excellent way to teach students about gratitude, empathy, and responsibility. As such, each House will be responsible for completing a community service project. The project may occur on or off of school grounds, but there must be meaning behind the project and, preferably, students must be able to relate their experience to the needs of the community.

Measurements of Accomplishment

90% of teachers will report that they brought a community resource to Boulware or connected with a community organization to provide a service/good for Boulware families on the EOY staff survey

100% of all students at Boulware participate in at least one community service project during the year

Section 3: Instruction

Teaching and Learning

Academic Vision Statement

To improve teaching and learning for the 2017-18 school year, Boulware Springs will provide development and coaching to teachers to ensure that instruction is rigorous and relevant, to ensure that lesson plans contain activities and assessments that are aligned to standards, and to ensure that students are doing the “heavy lifting” (the participation, thinking, and work) of learning.

2016-2017 Goal

To provide students with rigorous and relevant instruction which challenges them to think and grow beyond who and where they were when they entered the classroom.

Action Steps

- **Teacher Coaching/Feedback:** At least one time weekly, directors will be in each classroom observing implementation of lesson plans and student learning to provide feedback that ensures best practices. These observations will provide either written or verbal feedback. Additionally, the use of videos will be used once per term to have teachers and administration reflect, critique, and improve the teacher’s practices. (RIGOR/ALIGNMENT/ENGAGEMENT)
- **Lesson Plans:** Planning and executing rigorous, engaging lessons that fit into a logical scope and sequence, as well as using student data to assess mastery of standards is an important step in effective instruction. Lesson plans should contain the following components: standards, goals, activities, materials, and assessment. Lesson plans should be submitted to directors by 5PM on Sundays for the upcoming week using the designated template. (RIGOR/ALIGNMENT)
- **Pacing/Planning Guides:** In order to make sure that enough time is allotted for coverage of grade level standards, pacing/planning guides will be provided for all grades in reading and math. Additionally, pacing/planning guides will be provided for science for Grades 3-5. (ALIGNMENT/RIGOR)

- **Data Tracking:** This year we will be using a Data Wall to track student progress in reading and math. The purpose of this wall is to have a regular, visual representation of the work towards our academic goals. This will allow us, as a school, to make use of data to improve instruction in a visual and simple way. (RIGOR)
- **Friday Folders:** Last year, one of the most common parent recommendations was to have better (more consistent and thorough) communication around what students were working on in class, how they were performing on class assignments and tests, and general feedback about academics and behavior. This year, we have ordered sturdy folders for every grade that will be used to send home student work, notes, class newsletters, and Paychecks each week. The purpose of this is to improve communication with parents around academic progress and plans.

Measurements of Accomplishment

MAP Growth

We feel that if students are meeting their RIT, their academic achievements will be reflected in many other aspects of students success, such as classwork, standardized tests, and preparedness for the following school year.

Goal: 80% of students will meet their projected RIT in every grade level in reading and math.

Percentage of Students Who Met or Exceeded Projected RIT						
	Reading- 15-16	Reading- 16-17	Reading- Goal 17-18	Math- 15-16	Math- 16-17	Math- Goal 17-18
Kinder	65%	62%	80%	50%	67%	80%
1st	56%	32%	80%	80%	37%	80%
2nd	41%	36%	80%	26%	25%	80%
3rd	40%	60%	80%	40%	52%	80%
4th	59%	75%	80%	72%	81%	80%
5th	53%	75%	80%	33%	56%	80%
Average	52%	57%	80%	50%	53%	80%

FSA scores

The following outlines our past scores for the percentage of proficient students based on FSA testing in ELA, Science, and Math for grades 3-5. If we meet these goals, we will remain an A school.

Goal: 75% of students in grades 3-5 will score proficiently on the ELA and math FSA and 60% of students in grades 3-5 will score proficiently on the science FSA.

FSA Percent of Students Proficient- Reading			
	Reading- 15-16	Reading- 16-17	Reading- Goal 17-18
3rd	38%	70%	75%
4th	27%	42%	75%
5th	27%	56%	75%
Avg	31%	56%	75%

FSA Percent of Students Proficient- Math			
	Math- 15-16	Math-16-17	Math- Goal 17-18
3rd	31%	63%	75%
4th	41%	63%	75%
5th	38%	63%	75%
Avg	37%	63%	75%

FSA Percent of Students Proficient- Science			
	Science-15-16	Science- 16-17	Science- Goal 17-18
3rd	NA	NA	NA
4th	NA	NA	NA
5th	31%	38%	60%
Avg	31%	38%	60%

Data and Pacing

100% of grade level standards were covered in each class and subject

90% of teachers will report that they regularly used data to inform instruction and plan

90% of teacher will report that pacing guides were helpful and effective

90% of teachers will report that their instruction improved due to regular coaching and feedback

Teacher Evaluation Plan

Introduction

The art and science of teaching are both complex and multifaceted. At Boulware, we believe in a growth mindset. That is, we believe that even the best, most effective teachers can further develop their skills. Just as we encourage Boulware students to be lifelong learners, we believe that this approach is equally important as an adult. Boulware's teacher evaluation system is a combination of progress towards student growth and achievement goals, formal observations, and a teaching portfolio presented to the Board of Directors at the end of the year.

Components

1. **Measurement of Student Growth and Achievement (40 points):** 80% of the students will meet or exceed their projected RIT scores (fall to spring) on both the reading and math segments of our MAP assessment.

MAP assessments will be administered 3 times throughout the school year: July, December, and May. Teachers who teach both reading and math will receive up to 20 points for reading and up to 20 points for math based on the percentage of students who met or exceeded their projected RIT. Teachers who teach 2 classes of math or 2 classes of reading will receive up to 20 points for each math or reading class. The Spanish teacher's measurement of student growth will be based on gains from a beginning of year assessment

score (included with curriculum), a target end of year score (set by administrator), and the end of year score.

% of students in each group	Points
80% or above	20
75%	18.75
70%	17.5
65%	16.25
60%	15
55%	13.75
50%	12.50
45%	11.25
40%	10
35%	8.75
30%	7.5
25%	6.25
20%	5
15%	3.75
10%	2.5
5%	1.25

2. **Formal Observations (30 points):** Teachers will be formally observed by an administrator once per 10 week term. This observation will include a pre-meeting and post-meeting. Observation forms will be presented at an early faculty meeting.

3. **Teaching Portfolio (30 points):** The teaching portfolio presents an opportunity for teachers to reflect on the skills and knowledge they possess that make them successful educators. The portfolio will be used as a means of assembling and examining one’s work for the purpose of professional improvement. The portfolio will contain the following components:
 - SMART goal (10 points) – Teachers will work with their director to develop a SMART goal during the second month of school. Teachers will present their goal (and progress made towards it) to the staff at a staff meeting at the beginning, middle, and end of the year.
 - Board Meeting (10 points) - Teachers will attend at least one Board meeting per year and introduce themselves to the Board . Board members will ask the

teacher predetermined questions about the teachers and their experiences at Boulware.

- Research article (10 points)– Teachers will read at least two relevant, new research articles from peer-reviewed journals related to an innovative technique or strategy that they plan to try in the classroom. Teachers will present a summary of the article and their feedback from the implementation twice per year during staff meetings.

FINAL SCORE: Total evaluation score is tallied from points received from the 3 components of the evaluation – measurement of student growth and achievement, formal observations, and teaching portfolio.

The following outlines the ratings associated with each final score:

Highly Effective	90 points or above
Effective	80-89 points
Developing	70-79 points
Unsatisfactory	0-69 points

Section 4: Operations

Safety and Emergency Plan

FACULTY AND STAFF: Responsible for employing safety protocols and policies, following directions of administrators, and for assisting students in an orderly and safe manner.

Each year faculty and staff will be trained in policies and procedures for dealing with emergencies. The trainings will include reporting 911 emergencies, weather emergencies, health and safety emergencies, lockdowns, and reporting abuse.

EMERGENCY TELEPHONE NUMBERS:

Ambulance, Fire, Police 911

Hospitals:

Shands at UF 352-265-0050

North Florida 352-333-4900

Police Departments

ASO 352-367-4000

GPD 352-393-7500

Drills & Security

A variety of drills to practice safe and orderly procedures in the event of an emergency are held each year. In all of these, the primary concern of any drill is the safety of the students. All adults in the building are to protect students from harm and to be responsible for the children in their care.

Fire Drill

The purpose of a fire drill is to practice the evacuation of the school building/classrooms by all personnel and students in a quick, quiet and safe manner. The signal for the drill is the sounding of the alarm in a repetitive manner. In classrooms, a flashing strobe light will accompany the alarm.

Each teacher prepares for these drills by reviewing the nearest exit to his/her room with the class at the beginning of the school year, and discusses the rules for student behavior during a fire drill.

During a drill, students, faculty, staff and visitors will exit the school in the following manner:

Portables #1,3,5,7, the main building, playground, and covered court will exit to the rear of the school property near the fence on the southern property line (behind covered court), Portables #2,4,6,8 will exit to the rear of the school property to the fence on the southern property line. These portables should exit classrooms via handicap ramps.

There will be two fire drills within the first 30 days of school and one every month after that.

Severe Weather Drill

In the event that there is a severe weather warning from the Weather Bureau, all students in portables will report to the main building. Students will take cover away from windows and doors. Students will follow the procedures for all other drills, moving quickly, quietly, and safely with their teacher to their designated space. Students will remain quiet so instructions can be heard. The designated spaces in the main building for each class are as follows:

Kindergarten Cunningham: Girls bathroom

Kindergarten Neal: Boys Bathroom

1st grade: Cafeteria along the chalkboard wall

2nd grade: Water fountain hallway

3rd grade: Kitchen (use cafeteria entrance)

4th grade: Hallway by Mrs. Abbitt & Dr. Lane's office

5th grade: Hallway by kitchen doorway

Reading room: Employee bathroom

Extra: Boys bathroom

There will be a severe weather drill within the first two months of school and a minimum of two additional drills during the school year.

Lockdown Drill

There will be a lockdown drill within the first 30 days of school and a minimum of two additional drills during the school year.

An announcement will be made that the school is in either a soft or hard lockdown situation. Students will remain in a lockdown drill until the all-clear announcement is made.

Soft Lockdown Procedures

A soft lockdown is primarily used in two different scenarios. The first is when conditions exist outside of the school building that could potentially present a threat to the safety of the students and staff. The second is a situation inside the building where the school or local emergency responders need to keep students and staff in their classrooms and away from an incident or activity. Doors to classrooms are closed and locked. During soft lockdowns, students and staff can continue normal classroom activities, but they should not leave the classroom or offices until advised to do so. Additionally, no one is allowed to enter or leave the building until the soft lockdown has ended.

Hard Lockdown Procedures

A hard lockdown is used when a serious/volatile situation exists that could jeopardize the physical safety of the students and staff.

In the event of a threat to student safety by an intruder, it may be necessary for teachers to protect their students from any interaction.

During a hard lockdown, these are the procedures:

- Doors to classrooms are closed and locked.
- Students are moved to the safest part of the room, away from windows and doors.
- Desks/tables are turned on their sides and placed in a circle with the students in the middle of the circle.
- Everyone drops to the floor or out of the line of vision from the door.
- Window blinds are closed.
- Any windows in doors are covered (to prevent an intruder from seeing into the room).
- Classroom lights are turned off.
- Students must remain quiet.
- Teachers must take attendance to account for all students being present. Office must be notified if students are in another location outside of classroom.

- Teachers should place a green sheet of paper in the window by the classroom door to indicate that everything is okay inside the classroom. Place a red sheet of paper in the window if the classroom is compromised and help is needed.
- No one is allowed to leave the classroom until the “all clear” signal is given, which will be an announcement on the PA system.

Utilizing the Security System within the Classroom

The teacher panic button sends a silent alarm to local law enforcement agencies. This button should be used only in extreme situations when there is a threat of bodily harm and you are unable to get help from within the school.

If you have an emergency where you need to contact law enforcement and also need to notify the school of a lockdown situation, you should press the police button on the security alarm panel. This will notify law enforcement agencies. An alarm will sound throughout the school. When you hear the alarm, follow hard lockdown procedures until advised otherwise.

During any emergency situation, you should be able to account for the whereabouts of your students.

Clinic Procedures

Students should be sent to the front office for the following conditions:

- Cuts/scrapes that require treatment beyond Band-aids
- Head injuries
- Falls off of playground equipment where parents should be notified
- Injuries requiring ice packs
- Asthma attack/breathing problems
- Allergic reactions
- Wasp or bee stings
- Lice
- Ringworm
- Fever/suspected fever (temperature will be checked in office)
- Bathroom accidents (If a student has a change of clothes in the classroom, you do not need to send them to the front office. They can change in the classroom bathroom.)
- Vomiting

- If a student vomits in the classroom, notify the front office and Jason will be paged.
- Stomach ache beyond an upset stomach from eating or a need to use the bathroom
 - Ask the child to try to use the bathroom or if they can wait a bit to see if the pain improves.
 - If a student complains of a stomach ache because they haven't eaten breakfast, send them to the office and they'll be given a small snack. If it becomes habitual, the office will call the parent.

Please keep in the classroom for:

- Cuts that require Band-aids, hangnails, growing pains, muscle aches, phantom pains
- Splinters (We cannot remove them. If it is severe, we can call parents to pick up.)
- Ant/mosquito bites
- Teeth loose/falling out
 - Student should rinse mouth out in classroom, place tooth in a paper towel, and put in backpack
- Headaches
 - Have the student drink water and sit quietly
 - If it is severe or persists, you may send them to the office

If an injury happens on the way to specials, PE, the playground, or any time when you can't provide first aid, please send student to the front office for treatment. If at any time you're not sure if you should send a student to the office, please page the office to ask.

Field Trip Procedures

If you are planning a field trip, email Ms. Wicks at least two weeks in advance with the following details:

- Which classes are going
- Date of trip
- Time leaving school and time returning
- How many school buses you need
- The name and address of the field trip
- The cost per student and chaperone

To figure out the cost per student and chaperone:

- Factor in the cost of admission per person
- If taking a school bus, look up the mileage from the school to the field trip location (pick the longest route to be safe, as we don't know which route the bus driver will use). The cost to use one Alachua County school bus is \$2.00 per mile and \$25.00 per hour. Each school bus can hold two classes and chaperones (depending on the number of chaperones). A minimum of 2 hours will be charged regardless of the field trip length.
 - Any specific bus questions can be answered by Georgia Merriex at the Transportation Department 352-955-7602 ext. 1719
- Add the cost of admission and the cost of the bus and divide by the number of students and chaperones attending.

Things to consider:

- The earliest a bus can pick up for a field trip is 9:15 AM and the latest a bus can pick up from a field trip is 1:00 PM.
- Field trips should not be planned on Wednesdays, due to early release at Alachua County public schools
- Buses must be requested a minimum of 10 business days ahead.

After you've emailed the details of your field trip, Ms. Wicks will put in a request for buses, order bag lunches (a lunch is ordered for each student, regardless of whether they're bringing a lunch from home), create a permission slip (slips will be printed and put in your box), and create a Google doc for tracking. You will be emailed with any questions or concerns. Teachers should then send home notices regarding the field trip to prepare parents ahead of time.

Permission Slip and Money Tracking

After your field trip is finalized, you will receive an email that you can view your field trip tracking form. The form can be found in the Operations folder under Field Trips. Open the folder with your grade. The field trip form will be labeled with the location of your field trip.

If two classes from the same grade are attending a field trip together, there will be one form that will have two tables for each teacher to track information.

If classes from different grades are attending the same field trip, the tracking form can be found in the "Other" folder.

Teachers will not collect money or fill out the "Paid" section on the tracking form. All other sections may be filled in by teachers.

The front office will collect money and write receipts. Parents can also pay by credit card in the front office.

If you receive money from a student, please put it in Ms. Wicks' box as soon as possible.

There will be an envelope with your field trip name on it in Ms. Wicks' box. Put the money in this envelope with a note about who the money is for (include information if the money is for a chaperone as well).

Ms. Wicks will update the tracking form with paid information and put receipts/change in your box for you to send home with the student.

- Please encourage parents to send exact change.

Keep all permission slips that you receive. Any permission slips received in the front office will be put in your box. You are responsible for updating the tracking form with this information and making sure parents have filled out all parts of the permission slip.

- Before you leave for your field trip, please leave a copy of each permission slip in the front office. Bring all original permission slips with you on the field trip.
- No student may go on a field trip without a permission slip.
- Students must ride to and from the field trip on the transportation provided.
 - Parents may not pick up or drop off students at a field trip location. If a student needs to arrive late or leave early from a field trip, then they shouldn't attend the field trip.

Substitute Request Procedures

You must turn in a substitute request two weeks in advance. There is no time that is too early to turn in a request.

- You can find a sub request form in the Operations folder in Google Drive or in the front office filing cabinet.

If you're sick, please call Cecile as soon as you know you can't make it in, whether it's the night before or the morning of school.

- Cecile's cell phone #: 352-219-0758
- You can call as early as 5:00 AM and leave a message. Please do not text, unless you're physically not able to call. Cecile will text you to confirm that she received your message.

If you become ill at school or have a family emergency where you must leave school in the middle of the day, page the front office and we will try to find a sub for you as soon as possible. If you must leave immediately, a staff member will be sent to cover your room until a sub arrives.

You must have one full day's lesson plan (should be a generic lesson that will cover the whole day on any given day with copies already made of worksheets), a detailed daily schedule, class roster, and any other helpful information for a sub ready. Please put sub plans, etc . in a folder and put all items into a reusable bag. Turn this into the office. This bag will be kept in the office for sub use if you have to request time off without advance notice.

If you have requested time off in advance, you must have detailed lesson plans and schedules for each of days you requested off. It is helpful to substitutes if you leave information about specific students or procedures.

Please plan in advance if you need the front office to make copies for your lessons. Lesson plans/schedules must be turned to the front office a day before your requested time off.

Technology

If you have an urgent technology need, page the front office and Cecile will come to your classroom to help as soon as possible.

- **At no time should students carry Chromebooks, iPads or laptops around campus.**

If you have a technology issue that isn't urgent, please email Cecile as soon as possible about your issue. Your request/issue will then be entered into a spreadsheet in the Operations folder under "Technology". You will be able to see what is being done with your request and when it should be resolved.

If a student breaks a Chromebook, headphones, breaks parts off of a Chromebook, or any other electronic component, you must notify Cecile by email or in person as soon as you notice the broken item.

- Clarify which student broke the item and if it was purposefully broken
 - If it is purposeful, a letter will be sent home with an option for the parent to pay for the item or for the child to work it off at school.

- Bring the damaged item to the front office during a break or at the end of school. The student shouldn't bring the item to the office.

Computer Policy- All Grades

All computers in the classroom must be accounted for. In primary grades, computers must have a permanent place to charge and/or a dedicated space for students to use them. Computer use should be monitored by teachers and there should be a system in place for ensuring there are regular checks for damage and misuse. For example, computers should be marked to indicate a number or letter that corresponds to a certain student, station, or group of students. Primary classrooms may use numbers to indicate certain stations and then have specific students working at the station at a given time. In intermediate classrooms, computers can be given numbers that correspond to the slots in the carts. A student checkout list can be hung that pairs each student with a specific computer.

Please do not put stickers on the computer. Use contact paper or a label that can be cleanly peeled off at the end of the year. Please do not cover any of the other labels or identifying information on the computer.

Computers SHOULD NOT be placed or left on the floor for any reasons and cords should be neatly tucked away so that no one trips on them.

Primary Accounts

Primary classrooms will be given a login for all computers in the classroom to use. This should be the only login used. Teachers must monitor and know which students are using which computers at all times so that misuse can be tracked to the student(s) who misused it.

The following are the primary logins:

Kindergarten- Cunningham= cat@boulwarecharter.com, cat12345

Kindergarten- Neal= dog@boulwarecharter.com, dog12345

1st- Leslie= bird@boulwarecharter.com, bird12345

2nd- Blalock= frog@boulwarecharter.com, frog12345

Intermediate Accounts

Students in grades 3-5 will be given individual accounts to use. Generally, their login is their first name (and last initial if duplicate first names) at boulwarecharter.com. All of the passwords will be the same, but please don't make this known to the students. Students should already have an assigned computer to use, so they will have their username saved on that computer (but will enter their password each time). Having an assigned computer and

an individual login is the safest way to use the computers, so please ensure this system is in place at all times.

If you ever need access to a computer, you can use the following information to login to any student chrombook:

Username: intermediate@boulwarecharter.com

Password: Intermediate2017

You will be provided with a list of logins and passwords during preplanning.

Headphone Policy- Grades 3-5

Students in Grades 3-5 will be asked to provide their own headphones to use at school. If they cannot provide their own headphones, students may check out a pair of headphones from the school. Students are responsible for the headphones they either provide themselves or checkout from the school. They must put their name on them and keep track of them. They cannot let other students use them. Ms. Wicks will oversee the headphone checkout process. Students may check out headphones from her during designated times during the first week of school.

Consequences for Lost/Misused Technology

If assigned computers or checked out headphones are damaged or lost under a student's care, that student must pay for them via their Paycheck (or with cash for more serious damage). In the case of computers, a new or fixed computer may be provided to them based on the situation. Loss of computer privileges may also occur. In the case of headphones, a new pair will be given to the student with the understanding that subsequent damages/loss will result in greater costs.

Facilities

If you have an urgent classroom need, page the front office and the facilities manager will be paged to come to your classroom to help as soon as possible. Examples of urgent needs are:

- Vomit
- Bathroom accidents beyond what a student can clean
- Toilet plugged up
- Sink or toilet overflowing
- Wasps/bees in classroom
- Air conditioner/heater stops working

If you are out of toilet paper or brown paper towels, please page the front office and we will notify the facilities manager. If it is needed immediately, you may send a student to the front office to get the items.

If you have a classroom issue that isn't urgent, please email Cecile as soon as possible about your issue. Your request/issue will then be entered into a spreadsheet in the Operations folder under "Facilities". You will be able to see what is being done with your request and when it should be resolved.