

2019-20

CAMBRIDGE PUBLIC SCHOOLS

Maria L. Baldwin School

Teacher Handbook Grades Jr.K-8



Maria L. Baldwin School

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Principal

Mission Statement

We cultivate lifelong learners who will thrive in our ever-changing world while they also consider the needs of others. We value and celebrate community and diversity and make strong connections with families and community partners. We translate engaging learning experiences into lasting, meaningful and measurable learning outcomes for students.

Vision

The Baldwin School fosters a cooperative environment, nurturing children's natural intellectual curiosity about the world while helping each student achieve high academic standards. We focus on developing and sustaining joy, challenge, success and belonging for every single Baldwin student, every day.

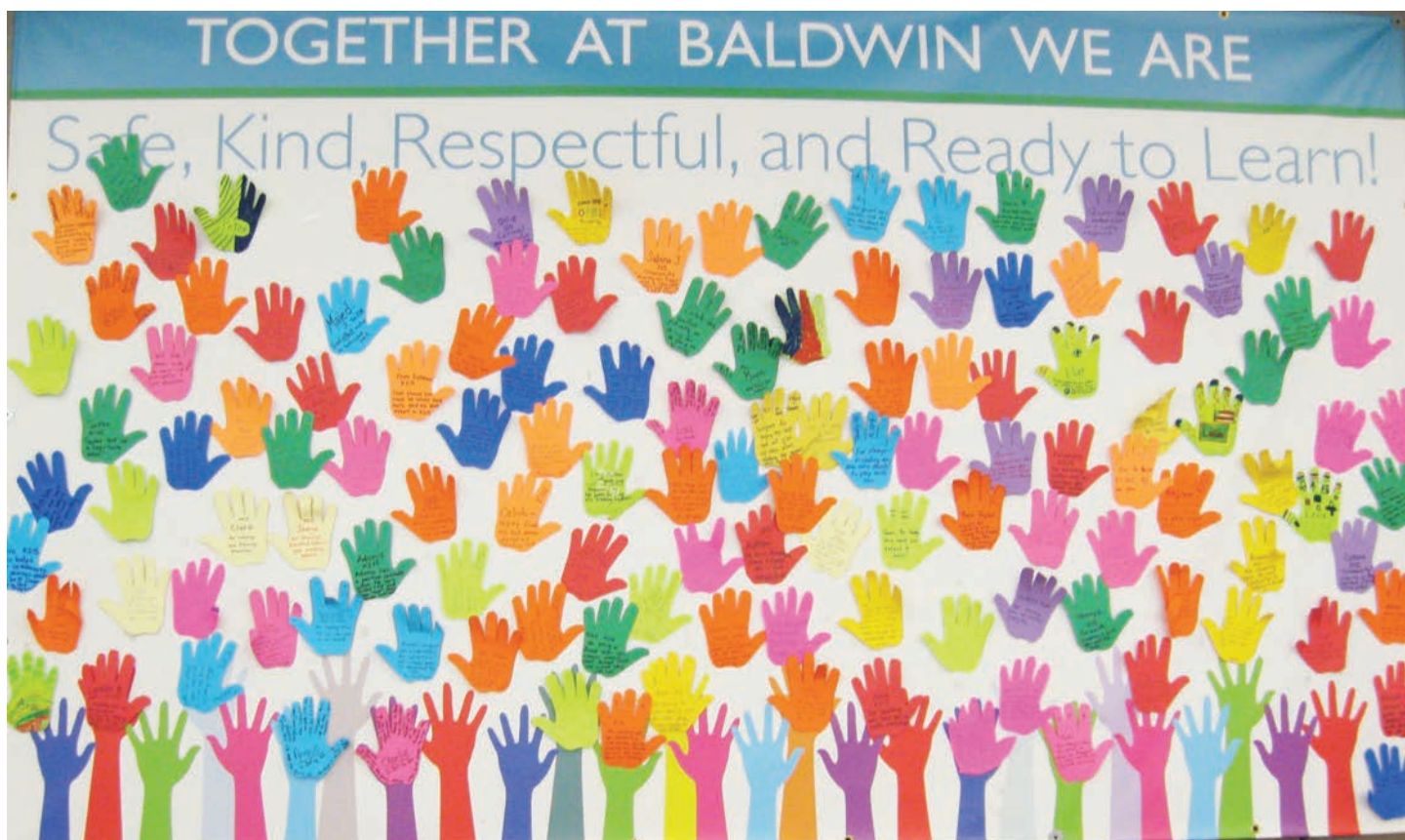
Baldwin Core Values

Community, Care, Growth, Effort, and Joy

Welcome!

Welcome to another year at the Maria Baldwin School! We are committed to ensuring that each student is excited to come to school and is engaging in meaningful learning each and every day. We think this handbook will help provide information that will help us do that! Thank you for all you do to support our students and meet this goal!

Please note that this Handbook is a collection of some of the most important elements of our work. For a more full description, please refer to the CPS policies and procedures at:
https://www.cpsd.us/departments/legal_counsel/c_p_s_policies_and_procedures



SECTION 1:

Basic Staff Information, Guidelines, and Expectations



WORK SCHEDULE

The contractual school day for teachers, including specialists, begins at 8:40AM. All staff members are expected to sign in on the sign in sheet in the main office by 8:40AM. Part time staff should sign in upon arrival. Classroom teachers should be at the door of the classroom or in the hallways at 8:40AM and other staff have assignments for greeting, monitoring and supervising hallways. Classroom teachers supervise dismissal from 2:55-3:05PM. Duties are also assigned for dismissal. Morning duties are very important to the orderly arrival and dismissal of students. If you'll miss your morning or afternoon duties, please notify the principal or assistant principal.

SCHOOL HOURS

The school day begins for students at 8:40AM and ends at 2:55PM. Instruction should begin no later than 8:55AM. Doors open for students at 8 AM. Students arriving before 8:40AM must report to the cafeteria or to specific morning activities. Teacher hours are 8:40 AM-3:05PM (or until the end of the meeting on meeting days). Early release day school hours for students are 8:55AM - 12:55PM. On early release days where we meet for PD, we will begin the meetings at 1:15PM and end at 3:05PM.

MEETING DAYS

Full staff meetings and instructional collaboration meetings are held on Mondays. Please check the calendar for exact dates and times. Please ensure you also check the calendar for department meetings (if applicable). Meetings are usually held in the library.

STAFF ABSENCES

If you will be out, you must report your absence by emailing Heidi Cook, John Roderick **and** Elaine Coleman. Interns and paraprofessionals must also email classroom teachers whose classes they support. Teachers and anyone who gets sub coverage must include information about whether the job was picked up on Sub Online and/or whether an intern has agreed to cover if applicable. (If an intern is not reachable, please put in for a sub). Please do these things by 7AM.

A text message to Heidi, John and/or Elaine is also very helpful but is not sufficient for reporting an absence. Teachers must send an email **and** use Sub Online or contact your intern. Any time a teacher will be absent for any reason, the absence should be reported at www.substituteonline.com using the assigned ID and password to ensure coverage unless an intern is able to cover. Please note your password in advance. When we put in for subs late on the morning of an absence, they are rarely filled.

Staff should fill out applicable forms for short term leave in advance according to HR policies.

Interns may serve as the classroom substitute once you have admin go-ahead that we are comfortable with that intern covering, and the interns must also express comfort and have the capability to cover. Some interns may not be able to sub right away and some won't be prepared to lead the class at any point during the year. In these cases, a sub must be secured via Substitute Online.

Administrative staff (Heidi or John) can book the building sub. The building sub must be available for last minute absences, sub jobs that don't get picked up and other assignments. We will use an online calendar for booking the Building Substitute.

If a staff member must leave during the day, the staff member must speak with the Principal or Assistant Principal first and then notify the secretary upon leaving the building.

STUDENT ATTENDANCE

Daily accurate attendance is a critical staff responsibility to ensure student safety. You must post your attendance on Aspen **between 9:30AM and 10AM. Double check that it's posted and saved.** Please make this part of your classroom meeting routine so you don't forget!

Up until 9:30AM, **you** need to change the attendance if a student is late. You must mark a student tardy after 8:55AM and include the time they arrived. After that, Elaine will update the attendance to ensure that every student in the building is marked present and that tardies are accurately tracked.

If students are arriving late to a specialist, the specialist must give the arrival pass to the classroom teacher so they can track the tardy in Aspen.

Elaine will call you to remind you to post your attendance, but this shouldn't need to be a daily responsibility for her. Once again, student safety is at stake.

If Aspen is down or if you have a sub, please take attendance on paper and send it to the office between 9:30 and 10AM. Include paper attendance in your substitute folder (a simple template will be fine, but Elaine can also help print one from Aspen if you need it).

SUB PLANS

Please create and leave plans for when you will be absent. It is easy to upload these to substitute online and that method is preferred so the sub gets the plans immediately. In addition, please leave an emergency sub folder with 3 days worth of work, a class list and class schedule in the main office by the end of September.

SUPPLIES

Each year teachers are given a set amount of money for supplies. For the 2019-20 school year teachers are contractually allocated \$450 from the district budget and this year we have allocated \$550 from the Baldwin budget. This sum should cover most or all supply needs for the classroom for the year. The amount can change from year to year.

The office keeps limited supplies (like pencils). Please ask Elaine about these supplies if needed.

SNACKS

Students should be allowed snacks during the day. Snack times are at the discretion of teachers. Allergy aware classrooms should follow all precautions set forth in the allergic student's health plan, asking for assistance if needed. We will provide support for some simple snacks for those who don't have a snack (upon request). If teachers would like organize extra snacks or a classroom snack schedule with parents, that is fine.

VIDEOS

Movies students view during school hours must be educationally relevant and rated PG or G. Beyond a PG or G rating, please discuss with the Principal and send a permission slip to parents. Use Common Sense Media ([commonsensemedia.org](https://www.commonsensemedia.org)) to assess a recommended age range. If the movie is beyond the age range of the students, discuss with the principal or consider a new movie. All movies should have been seen in advance and be reviewed for elements such as racial bias, drug use, violence or mature themes.

FACULTY ROOM

The Faculty Room is a dedicated room for staff to take a break, plan, and prepare. Students should not be in the faculty room unaccompanied and should not be in the room at all during teacher/staff lunch times (10:40AM - 1:40PM).

CUSTODIAL NEEDS/ REPAIRS/ MAINTENANCE

Please reach out to custodial staff via email or in person as soon as possible if there is an issue that needs attention. For emergency maintenance issues, safety concerns, or major repairs, please also notify the Principal or Assistant Principal right away.

If there is a potentially hazardous condition, it is your responsibility to ensure that students are safe until someone else responds. This might mean blocking an area or standing by until help arrives.

ORDERS/PACKAGES

Please connect with the school secretary about packages and orders. When you receive an order, please be sure that you give the school secretary the packing slip.

PARKING

Baldwin School has a very limited teacher parking lot located adjacent to our playground on Oxford Street. Because our space is limited, it is important to follow a protocol that allows us to fit as many cars as possible. Please see the diagram in the appendix for specifics. Communicate if you are blocking someone and you think someone will be impacted. This is an important responsibility of the parker.

Per the teacher contract, Unit A teachers get first priority in the lot. Second priority goes to other full time union members (e.g. full time teachers and paraprofessionals). Anyone who lives in Cambridge must park on the street, even on street cleaning days. If there are extra spots once full time union members have parked, the Assistant Principal will facilitate their use.

Just after 3:05PM (or at the end of the meeting on full faculty meeting days), cars must be moved out of the lot so that everyone with appointments or other obligations can exit. Although a teacher may need to get out of the lot early, it is not appropriate to avoid pulling in all the way and eliminate other possible spots. If you need to leave early, arrange to pull in last so you can get out. We cannot ask teachers to leave classrooms and move their cars for non-emergency reasons. We keep a list in the office for all cars that park in the lot. In an emergency situation, teachers may need to move their cars to allow someone to get out of the lot.

ARRIVAL DUTIES

Classroom teachers, classroom interns and classroom paras should be greeting students in the classroom as they arrive starting right at 8:40AM All others will have an assigned duty starting at 8:40AM Greeting students in a calm and welcoming way is a schoolwide expectation that sets the tone for the day. It's critical that everyone is at their assigned post no later than 8:40AM, welcoming students warmly. The Principal and Assistant Principal will often be at the front door or in the lobby greeting busses and walkers, but they will rotate locations as well.

HIGH FIVE PROGRAM

We recognize the ways that students show our core values with High Fives. Please follow the High Five procedures for the year to support this important reinforcement of our core values!

DISMISSAL

Dismissal begins at 2:55PM From 2:55-3PM students get packed up. At 3PM (once hallways are clear) we start to announce busses and walkers/pickups can also leave. At that time parents can also go to classrooms via the back stairwell once the first bus is called.

Bus students must exit via the front stairwell. Parents, pickups and walkers *must* use the back stairwell. The after school program will pick up K-2 students from the classrooms.

Students should be supervised in the classroom or in their specialist classroom (if that is the agreement with the specialist) at the end of the day. Those teachers whose students are in specials at the end of the day are still responsible for dismissal and should connect with the specialist about where students and teachers should be at 2:55PM when dismissal begins.

BUS STUDENTS

Students who ride the bus need to be dismissed as their bus is called. Please ensure an atmosphere in the classroom that is quiet enough for students to hear their busses.

If students miss the bus, we will ask the teacher to call the family to discuss pickup. Please work with office staff to determine supervision and provide an update on pickup information. Teachers may not ever transport a student in their own private vehicle.

A late bus departs from Baldwin many days, depending on the after school schedule. The late bus is available to us Monday-Thursday and leaves at 4:05PM. If students are taking the late bus, they must sign in on the clipboard at 4:05PM, noting their name and their stop. Students must be grade 3 or above to ride the late bus. Students in JK-2 may not ride the late bus, even with a sibling per the CPS Late Bus Policy.

STUDENT SIGN OUT

If a student must leave early for an appointment or another reason, they must be signed out by a parent or guardian. A note or email is always helpful so the teacher knows in advance. Students should never leave the building unattended or without being signed out. Any unique circumstances of sign out should be managed by the Principal or Assistant Principal.

CALENDAR

Please look at the online school calendar and plan events around major school events. Once a field trip/event form is submitted it will be added to this online calendar.

SCHEDULING EVENTS AND ACTIVITIES

Please use the form in the appendix to schedule events and activities. This is the way we ensure that all activities are on the calendar and not conflicting with each other. Please fill this form out even for your classroom shares or breakfasts. In addition to helping us know what's happening in the building, it will put the event on the master calendar for parents and will help us know what events are happening in the building at any given time.

FIELD TRIPS

Teachers must submit a field trip form to the Principal 2 weeks before a field trip. Please see the Principal directly for unique circumstances that require less than 2 weeks notice for a field trip. Special approvals and different forms are required for out of state or overnight trips.

The field trip form includes checklists that will help ensure that we address issues that might come up and ensure transportation and notification to the nurse. Once the Principal approves the form, a copy will be given to the Assistant Principal (for transportation) and the Nurse (for med bags and special medical circumstances). Field Trips must be submitted in advance to ensure proper inclusion of all students as well as notification for families.



OVERNIGHT TRIPS

2nd and 3rd grade students attend a one-night overnight trip in June at Cape Cod Sea Camp. 4th and 5th graders also attend two-night overnight together. More information about each trip will be decided upon collaboratively each year.

Those staff who go above and beyond to plan, support and/or attend these life-changing trips for students are deeply appreciated for their efforts.

ALL SCHOOL MEETING

All school meetings happen on a schedule throughout the year, with roughly one meeting/month. All School Meetings are an opportunity for students to get together, have fun, celebrate our values and practice being a good audience member. Teachers will be responsible for facilitating classroom sharing at least once during the school year.

HOMEWORK

Homework can be a helpful supplement to daily student learning. Educators at Baldwin should coordinate by grade level to determine similar activities for review and extension of learning. Homework should be differentiated as much as possible. Open ended questions or exercises can help make this easier.

Teachers should be mindful of the varying level of support available for students at home as they plan homework. Homework should not be a major factor in final grades given this variability. Major projects should not be assigned solely as homework unless specific school-time support is provided.

BALDWIN FACULTY AGREEMENTS

These agreements were developed collaboratively with the full faculty in the Fall of 2019.

Baldwin Faculty + Staff Agreements

Work together intentionally.

Have direct, diplomatic dialogue.

Walk the talk.

Listen, support and find the joy.

Take risks and make space for others to take risks.

Assume positive intent and
take responsibility for your impact.

ENVIRONMENT FREE OF HARASSMENT AND DISCRIMINATION

In addition to following our staff agreements, we will work deliberately to be mindful of bias in all aspects of our work.

Additionally, harassment will not be tolerated and should be reported to the Principal or Assistant Principal. Harassment is verbal or physical conduct that:

- Denigrates another
- Shows hostility toward another
- Shows aversion toward another
- Creates a disparate adverse impact
- Creates a hostile work environment
- Is pervasive or offensive



WORKING WITH COACHES

It is an expectation that all classroom teachers work with our literacy and math coaches in some capacity each year. Coaches will be sharing more information about coaching at the beginning of the school year. Coaching is focused on looking at student learning outcomes and supporting teachers in their work toward improving student outcomes.

Coaches are not evaluators and the purpose of coaching is not to evaluate performance. The purpose is to improve student outcomes. Thus, coaches must maintain trusting relationships with teachers in order to have conversations that get to the heart of what matters--and these conversations can feel risky and vulnerable at times. For this reason, specific content of coaching conversations, including concerns about teacher practice, will not be shared with the Principal without letting a teacher know. Instead, areas of growth should become part of the focus of the coaching work. (Any concerns about student safety would be shared with the principal in any case, of course).

WEEKLY COLLABORATIVE PROFESSIONAL TIME (CPT)

Teachers are expected to attend a Collaborative Professional Time (CPT) each week. This is in addition to the teacher's prep for the day. At a minimum, classroom teachers and ideally a special educator should attend. Coaches will also attend most meetings. Other staff who work closely with the grade level are an important part of these meetings, depending on the topic.

The agendas should be driven by student needs with a focus on social-emotional and academic learning needs, as identified by data. The CPT times are also the times for reviewing academic and SEL screening data, and for sharing any new information via the coaches from the Math or ELA departments. Before the end of each CPT a decision about upcoming agendas should be made--ideally planning a series of meetings in advance.

COLLABORATIVE PROFESSIONAL TIME (CPT) GUIDELINES

Conditions we'll work toward in order to meet our purpose:

1. Task Focus: Making sure tasks are well-defined and articulated and are focused on student learning
2. Leadership: Shared leadership among all team members, rotating roles during meeting, everyone empowered to take risks, expertise of everyone valued and welcomed
3. Collaborative climate: Working environment of trust, communication and synergy, ensuring all voices are equal, conflicts are dealt with effectively
4. Personal accountability: Expectation of improvement for both the team and individual members. Team members must share responsibilities, complete tasks and hold themselves accountable.
5. Structures and Processes: Team needs to determine ways to work together to achieve agreed upon goals

Key Reference: The Power of Teacher Teams, Troen & Boles, 2012

SCHOOLWIDE MTSS FRAMEWORK AND SUBTEAMS

The Multi-Tiered System of Support (MTSS) is a framework for school improvement and success that focuses on the structures and supports across our school and classrooms, with the goal of meeting the academic and non-academic needs of all students. It was developed to help guide the establishment of a system that provides high-quality core educational experiences in a safe and supportive learning environment for all students and targeted interventions/supports for students who experience academic and/or behavioral difficulties and students who have already demonstrated mastery of the concepts and skills being taught. Read more at <http://www.doe.mass.edu/sfss/>

At Baldwin we have subteams who will work on tiered instruction, assessment and intervention models and schoolwide recommendations for their focus area. Subteams are: Math, ELA, Social-Emotional Learning/Behavior, and Attendance.

STRUCTURED ACADEMICS PROGRAM AT BALDWIN

If you work at Baldwin School you are expected to be an ally, support and partner to our Structured Academics Program--even if you don't work directly with SA Students. At all times, follow the recommendations of the program staff and/or the student's individual behavior plan regarding behavior redirection, incentives, rewards and consequences. The fidelity of these plans (including the reward systems) are critical to student success.

SA Program students sometimes display very challenging behavior. If you witness this, please make eye contact with an SA staff person to see if they need support. If you don't see an SA staff person around, please intervene temporarily and then call the office for support. If the staff person doesn't need support, please move on and don't engage with the student. If program staff tells you something like, "We are waiting," that is your cue to *not* engage with the student in any way so that the behavior support plans can be implemented with fidelity.

If you are with students who witness challenging behavior please acknowledge what you see by saying something like, "It looks like someone is having a hard time. Everyone is expected to follow the rules, and his/her teacher is helping make sure that happens and is helping make sure they are safe." If students ask, you might need to add that teachers are helping and holding kids accountable even if we can't see it right away. This language might help if teachers are in a necessary "wait" mode and students are witnessing teachers ignoring very challenging behavior in a public space. Remember: Even SA Staff cannot physically move students against their will for any reason except if there is imminent risk to self or others. This might mean necessarily waiting out a behavior or tantrum while trying to de-escalate--even in a public space. One very effective de-escalation strategy is deliberate ignoring of behaviors that are not unsafe.

TEACHER LEADERSHIP THROUGH BALDWIN LEADERSHIP TEAM (BLT), SCHOOL COUNCIL, AND FACULTY ADVISORY COMMITTEE (FAC)

Our Baldwin Leadership Team (BLT), School Council, and Faculty Advisory Committee (FAC) are three important bodies that will meet regularly to work collaboratively on important issues related to our school as a whole.

As you probably know, **School Council** is a group, mandated by state law, that meets monthly and is comprised of myself, an equal number of parents and staff and a community member. School Council is an advisory group that looks at how money is spent, looks at addressing issues of achievement and also helps write our School Improvement Plan. Faculty seats on School Council are technically determined by election and I'll ask our Faculty Advisory Committee to lead the process of electing members for School Council. Last year, we had just enough volunteers and no elections were needed. I imagine it will be the same this year. Meetings are held in the library from 8-9AM on one Wednesday of each month.

Our **Baldwin Leadership Team (BLT)** will be comprised of volunteer staff members who will commit time on Wednesday mornings to represent their colleagues and engage in conversation about the instructional, community, and culture/climate issues that face our school. I will chair this team and we will work as a group to prioritize the agenda before diving into any issues. This team meets often and so will look more deeply at curriculum, interventions, instruction, policies and procedures than the School Council. Each BLT member will represent an assigned group of faculty and is expected to both bring information from the BLT *to them* and bring information *from them* back to the BLT for discussion. The BLT will also advise on the format and content of faculty meetings. All BLT meetings will be open meetings and the notes will be posted. Meetings are on Wednesdays from 8-8:40AM. If you're interested in joining the group, please let the principal know.

I look forward to continuing to support the **Baldwin Faculty Advisory Committee (FAC)**. This is a group and meeting structure suggested for all schools by the Cambridge Education Association to ensure that the faculty have a voice in the school. This group works together to think about and discuss important issues facing our school and school faculty and advise and partner with the principal on finding solutions. Please watch for more information about this from your fellow faculty members. Meetings are typically on one Tuesday morning a month from 8-8:40AM.



SECTION 2: Safety, Privacy, and Confidentiality



EMERGENCY PROCEDURES

Follow and refer to your Emergency Procedures booklet for all emergency situation procedures. Review this information thoroughly before school starts.

In case of emergency, do not hesitate to call 911 directly. Call the office second (if possible). For an urgent situation that isn't an emergency, please call the office for support.

VISITORS

After 8:55AM, all visitors, including volunteers and family members, must sign in at the office and get a visitor sticker. If you see someone in the hallway unaccompanied without a sticker, please ask them to retrieve one from the office. Visitors should sign out as well.

Parents who are dropping off items will be asked to leave them in the office. Elaine will call up to the classroom.

STUDENT INCIDENT/ ACCIDENT REPORTS

If there is an incident or accident an incident form must be filled out. Please ensure that you fill out the form if you witnessed or were first responder to the incident/accident. To ensure accuracy, please fill out the form as soon as possible and before the close of school that same day. Injuries require you to fill out further paperwork. See the Principal and then the nurse to report injuries.

MANDATED REPORTING (FILING A 51A THROUGH DCF)

Mandated reporters who, in their professional capacity, have reasonable cause to believe that a child is suffering serious physical or emotional injury must immediately call DCF. Within 48 hours of the initial report, a written report must be filed with DCF. School staff should notify the Principal of any suspected abuse & neglect and Principal or designee (counselor, for example) will notify DCF. The Principal should notify the Office of the Superintendent or designee and Director of Safety & Security of filing of 51A.

If DCF or any other outside agency related to student safety/custody asks to speak with a staff member or calls, the staff member should notify the School Adjustment Counselor, Principal or Assistant Principal before returning the call or speaking with DCF. In most cases, an information release must be completed before any discussions about students can occur.

SUICIDE AWARENESS AND PREVENTION

If a faculty or staff person suspects, or a student discloses a desire or intent to harm self or someone else, it is the responsibility of the staff member to immediately report the concern to the School Adjustment Counselor, Principal, or Assistant Principal. The staff person must also ensure that the student remains within the sight of a supervising adult while awaiting a risk assessment.

Our school-based clinical staff will conduct a safety/risk assessment. Non-clinical staff should NOT engage in lengthy questioning about student intent regarding statements of harm. We would never expect anyone other than a clinician to make a decision about whether a threat is credible. Each threat must be reported. Repeated threats will result in behavior or safety plans depending on the circumstance.

Clinical staff will coordinate with the principal and follow protocols to establish next steps and then circle back to the teacher to make a plan for next steps. In all cases of statements of harm to self or others, parents will be notified.

RESTRAINT REMINDERS & REPORTING

Only staff who have been CPI trained while a CPS employee may restrain students. However, the regulations do not prevent the use of reasonable force by any school staff member to protect students, other persons from assault or imminent, serious physical harm. Examples of situations that fall into this category might include: catching a student who is about to fall, breaking up a fight, or physically redirecting a student about to go into the street. Immediately notify the office if you need support.

A physical restraint can only be used as a last resort when a student's behavior poses a threat of imminent, serious physical harm to himself or herself or others and the student does not respond to verbal directives, or other lawful and less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances. Any physical restraint must be limited to the use of such reasonable force as is necessary, for the least amount of time necessary, to protect a student or another member of the school community from assault or imminent, serious, physical harm. A physical restraint may only be administered by school personnel who have been properly trained in the use of physical restraint, who are currently certified in CPI.

Restraint cannot be used as a response to the destruction of property or disruption of school order, as a response to a student's refusal to comply with a school rule or staff directive or as a response to verbal threats when those actions do not constitute a threat of imminent, serious physical harm.

Below are a few reminders regarding restraint, but the full policy should be reviewed and will be reviewed yearly. The policy can be found at: https://www.cpsd.us/UserFiles/Servers/Server_3042785/File/Migration/CPS_PhysicalRestraintGuidelines.pdf

Every use of restraint shall be reported in writing including the name of the student restrained and reported to the Office of Student Services and the immediate supervisor of the principal.

The school staff member who administers a physical restraint should verbally inform the principal (or administrator in charge) of the restraint as soon as possible and no later than the close of the school day in which the restraint was administered. A written report should be completed and provided to the principal/head of upper school for review of the use of restraint no later than the next working day after the restraint was administered.

The principal or a designee must verbally inform the student's parents/guardians as soon as possible but no later than twenty-four (24) hours after use of restraint, and by a written report postmarked no later than three (3) school working days following the use of the physical restraint.

CONFIDENTIALITY

The Cambridge School Committee seeks to ensure the protection of the privacy of students attending the Cambridge Public Schools in a manner consistent with the federal Family Educational Rights Privacy Act and Massachusetts student record regulations. Staff are expected to review all CPS policies (including this one) before the start of the year.

Please respect confidentiality in all settings. Please do not discuss student, family, or staff issues in public spaces where others may overhear. Sarcasm about student, family, or staff issues are not appropriate in a professional setting.

MEDIA RELEASES

In order for school staff, CPS volunteers, chaperones, student teachers, interns and/or CPS contracted vendors to be able to record, film, photograph, audiotape, or videotape a student's image, likeness, spoken words, student work, performance and movement in any form, a student **MUST** have a signed media release on file. Verbal permission from a parent/guardian is not acceptable.

At the start of each school year media releases are distributed to the parents/guardians of all Cambridge Public School students as part of the annual forms that are distributed to parents/guardians. Parents/guardians are asked to "opt in" via the school district's Media Release. Parents/guardians may also choose to leave the form blank, thereby not granting permission. Parents/guardians review the media release and return the signed or unsigned form to their child's school.

A school staff member can log in to Aspen to view this information. Staff can also ask Susan or Elaine to find this information.

The school district does note that with the proliferation of mobile digital and electronic media that the school district cannot control the actions of private individuals or organizations that are not part of or connected to the school district and that at school-related activities that are open to the public (e.g., athletic events, music concerts, school plays and/or graduations) students who are either participating or spectators may be recorded, filmed, photographed, audiotaped or videotaped.

BULLYING PREVENTION AND INTERVENTION

Bullying, including cyber-bullying, is prohibited if the bullying creates a hostile environment for the victim at the school, infringes on the victim's rights at school or substantially disrupts the orderly operation or education process at school.

All school staff are required to immediately report any instance of bullying or retaliation they witness or become aware of to the principal/head of upper school or designee of the school.

The requirement to report to the principal/head of upper school or designee does not limit the authority and responsibility of the staff member to respond to behavioral or disciplinary incidents consistent with school district policies and procedures for behavior management and discipline.

When the complaint is received, the principal/head of upper school will immediately notify:

- Parents/guardians of the alleged target
- Parents/guardians of the alleged aggressor or the alleged aggressor if a member of the school staff
- Office of Safety and Security

SECTION 3:

Social-Emotional Learning and Positive Behavior Support Guidelines

Baldwin School Social-Emotional and Positive Behavior Support Expectations

BUILD A STRONG FOUNDATION FOR THE FIRST DAY OF SCHOOL

- Work deliberately to build relationships with students right away,
- Use the “First Six Weeks of School” model and resource, implementing the key elements of Responsive Classroom
- Participate in the twice-yearly SEL Screener and data review process
- Use interactive modeling to teach the “matrix” of our school rules starting with the simplified, prioritized “guidelines for success”
- Carefully consider transitions--one of the toughest times for students. Teach expectations and routines for transitions right away

DEVELOP AND TEACH STRATEGIES FOR HANDLING UNEXPECTED BEHAVIOR

- Take-a Break/Time-Out and Buddy Room set up and taught right away
- Share with students the protocols and steps for Office Referrals
- Over the course of the year, develop or adopt a classroom reflection sheet or fix-it sheet and teach students about when/how to use it (support and models will be provided if needed)

ENGAGE IN POSITIVE BEHAVIOR SUPPORT AND CULTURE BUILDING INITIATIVES

- High Fives
- All School Meetings
- Schoolwide expectations in shared spaces

ADDRESS PROBLEMS ACCURATELY AND EFFICIENTLY

- Take time to reflect on what’s happening for a student
- What are the student’s strengths, motivations and interests and how can those be built upon?
- When is the child most successful during the day? Observe then/there.
- Use an antecedent, behavior, consequence (ABC) model of data gathering and observe students or have others observe to get a better sense of the issue
- Contact and partner with parents early and often when a student shows repeated challenging behavior
- Consult with others
- Ongoing issues should be raised with administrative or clinical staff
- Check student’s IEP or 504, and reach out early and often to the case manager
- Use Responsive Classroom model for conferencing to help solve problems collaboratively with students and parents as problem solving partners
- Shaming, yelling, degrading, humiliating students or using sarcasm to change behavior are unacceptable and will result in follow up skillbuilding and possible disciplinary action

SCHOOLWIDE EXPECTATIONS MATRIX

Our schoolwide expectations Matrix is the most comprehensive document of our “School Rules” or school expectations. If you have questions, please refer to this.

SCHOOLWIDE LESSONS

At the beginning of the year, each teacher is expected to use interactive modeling to teach a number of expected behaviors and to teach other schoolwide information. See the appendix for these objectives and suggested lesson plans to teach during the first six weeks of school.

RESPONSIVE CLASSROOM

Teachers are expected to utilize the Responsive Classroom Approach. All new teachers should be trained in Responsive Classroom by their second summer. The Responsive Classroom model dovetails nicely with other supports for positive behavior as well as other SEL frameworks such as “The Zones of Regulation.” Key practices in the Responsive Classroom model include a daily class meeting (ideally a Morning Meeting) for all grades, the use of “The First Six Weeks of School” approach, non punitive Take-a-Break/ Time-Out, Buddy Room and Social Conferencing to debrief challenging behaviors.

HIGH FIVES

We celebrate our schoolwide expectations by honoring students with High Fives throughout the year. Please use the High Fives as one way to reinforce positive behaviors!

PARENT HANDBOOK

Parents will have a handbook for the Baldwin School. Please review it so you know what information parents have.

OFFICE REFERRALS/ SUPPORT CALLS

Please follow the guidelines for office referrals and support calls. We want to be a support whenever needed and we also want to maintain consistency from class to class and grade to grade. Training will be provided on this topic each fall.

Office referrals will be made with any behavior support call, and teachers can also document significant behaviors that they have managed using an office referral form.

Please utilize tier 1 support, classroom based time-outs or take-a-break *and* the “Buddy Room” strategies before calling the office. Office visits must be limited to serious offenses that are beyond the teachers’ control. Otherwise, utilizing the behavior support structures and utilizing administration for behavior support will lose effectiveness.

Please carefully review the behavior response procedures. If Office Referrals are made, it is an expectation that teachers are contacting families on that same day. In addition, the referral form will be sent home.

BEFORE SCHOOL

Many students arrive well before school begins. The cafeteria is staffed starting at 8AM and breakfast is served each day. We welcome staff to stop by the cafeteria! All staff are expected to be prepared to begin their morning duty right at 8:40AM.

In addition, we run a number of morning programs including a “Let’s Move” program in the gym (with varying days for different grade levels). Before school is an ideal time for some early arrivees to receive much needed interventions. If you have an idea that can support students in the morning, please share it!

OPENING THE DAY/ MORNING MEETING

Please hold a morning meeting each day using the Responsive Classroom model. We have tried to put most specials at 9:15AM or later. But, if your special starts right at 9AM, please hold your meeting as soon as possible after that special (keeping academic scheduling needs in mind, of course).

ATTENTION GETTING SIGNAL

While teachers should use additional attention signals in their own classroom, please teach the schoolwide attention getting signal to students so they will give us their attention when in other settings. Our schoolwide attention signal is two claps and a hand in the air (with a peace sign or Quiet Coyote on the fingers is fun!)

Attention getting signals and lineup procedures for the playground should also be determined by the grade level and taught using interactive modeling during the first six weeks of school.

MOVEMENT IN THE SCHOOL

Please supervise students as they move through the school. Given our varying lunch schedules, there are students learning all the time in all areas of the school. Thus, all students should transition quietly as a group with an adult, mindful of others who are working.

The transition from the playground to the cafeteria must be quiet and calm. Students must be lined up and walked in. Please teach, reteach and practice as needed to ensure this happens.

Please be on time for lunch time pickups to ensure a smooth start to the transition from lunch back to class.

PHONES AT SCHOOL

We recognize that students and staff rely on phones for various purposes. Students who have phones must keep them silent and out of sight. After one reminder, teachers may bring a phone to the office to be held for parent pickup. Ongoing issues with phones should result in a teacher conference/phone call with parents to come up with a plan for ensuring the phone is quiet and out of sight.



SECTION 4:

Parent Communication and Engagement



BUILD A STRONG FOUNDATION

- Homeroom teachers should contact families before school starts with a simple note/postcard, video welcome or welcome letter
- Homeroom teachers should send a letter home to parents at the start of school with basic information about your classroom and procedures (i.e. snack, supplies, pictures of the room and teachers)
- A schoolwide or grade level letter from specialists should be developed in the fall with expectations for the special class (i.e. art, PE, Music). This can be shared via the Broadside or sent on its own
- Ask parents for input on their children's interests and learning style either through opening conversations or through a survey you send home
- Ensure that parents have your contact information and know the best ways to reach you
- Remind parents that you understand that parents are a child's first and key teacher. Things they know about their child's learning are critical for our success.

ONGOING COMMUNICATION

- Send home at least a monthly update on academics in your classroom (more often is better!) Share the update with Heidi, John, Susan, and Elaine
- Communicate with families early and often if issues arise
- Communicate positive behaviors, too!
- Contact families the same day as an office referral
- Be aware of families that don't use email
- Contact Heidi/John if you are having issues and the parent has not responded to your attempts to contact them

CONFERENCES

- Hold conferences twice/year, work toward one of those being student led in grades 2-5. Let Heidi or John know if a parent hasn't responded to a conference request.

ACADEMIC PROGRESS/ AREAS OF CONCERN

We use progress reports, report cards (grades 1-5) and conferences to ensure parents understand how students are performing in relation to the Massachusetts State Frameworks. Please ensure that parents have a full understanding as soon as possible if you have concerns about a student's academic or social progress in school. Progress reports and Report Card marks and notes should not be a complete surprise to parents.

Short (20-30 minute) conferences should be held in the fall and spring with each family. Please follow up with families who don't set up a conference to find ways to connect with them. We are aiming for 100% participation in fall and spring conferences. Some staff meeting time will be allocated to help teachers find this time.

SECTION 5:

Scheduling and Instructional Guidelines and Expectations



Student Practices in ELA

- Read “just right” books each day and write about their reading weekly (i.e. letters, essays, post-its, drawings, etc.) Engage in conversations about what they have read and be able to support their thinking based on the text.
- Actively participate in writer’s workshop creating writing in different genres. Analyze author’s (including classmates) choices and incorporate these ideas into their own writing.
- Learn how words work and be able to generalize spelling rules they have learned.
- Engage in interesting read alouds that are relevant and culturally diverse and participate in thoughtful discussions.
- Make connections between what they are learning across the ELA curriculum.

Teacher Practices in ELA

- Maintain a schedule that aims for 2 hours a day (combined) of literacy.
- District Curriculum including Lucy Calkins’ Units of Study, Expeditionary Learning, and Focus on K2 (Kindergarten) are used as tools to meet the Common Core State Standards.
- Formal and informal data are used to inform instruction in all areas of the ELA block. District assessments and student work/actions will be analyzed to figure out next teaching moves.
- Reader’s Workshop is taught daily and includes a mini-lesson and a share at the end. Writing about reading is incorporated into Reader’s Workshop.
- Guided Reading/Book Clubs should meet 2-4 times a week. If a student is reading below grade level, they should have a reading group daily in addition to any outside intervention they may receive. Groups are determined using both formal and informal data and should be flexible.
- Read Alouds are woven through the day and are often used as models of strategies being taught.
- Writer’s Workshop is taught daily (unless Expeditionary Learning is being taught) and includes a mini-lesson and a share at the end. Conferencing and Writing groups are used for differentiation.
- Word Study including vocabulary is taught daily. Foundations is taught daily in K-1.

Baldwin School Math Expectations 2019-20

Instructional time	Kindergarten (45 minutes per day) Grades 1-5 (60 minutes per day)
Massachusetts State Standards	Each teacher should learn the grade level content and practice standards and keep those in mind as the end goal as you make instructional decisions.
Core Curriculum	Math in Focus is the core curriculum in Cambridge and Investigations, Engage NY and Kathy Richardson materials are available to all teachers and suggested supplements to develop lessons to meet the needs of all of our students.
Symphony Math Computer Program	All students in grades 1-5 will have access to Symphony Math 3 times a week for 15 minutes a session until they have reached grade level fluency expectations.
Differentiated Small Group Instruction and [Small and Whole Group] Instructional Routines	Classroom instruction includes small group targeted instruction (Workshop Model) and instructional routines. Groups are determined using both formal and informal data and should be flexible. If a student is below grade level they should meet in a small group daily in addition to any intervention.
Assessments	There will be district common assessments required throughout the year. The data will be reviewed after each assessment. Intervention groups will be created after analyzing the data.

In the classroom, this is what teachers and students will be doing:

Teacher Practices	Student Practices
<ul style="list-style-type: none"> Establish mathematics goals to focus learning Implement tasks that promote reasoning and problem solving Use and connect mathematical representations Facilitate meaningful mathematical discourse Pose purposeful questions Build procedural fluency from conceptual understanding Support productive struggle in learning mathematics Elicit and use evidence of student thinking 	<ul style="list-style-type: none"> Make sense of problems and persevere in solving them. Reason abstractly and quantitatively Construct viable arguments and critique the reasoning of others Model with mathematics Use appropriate tools strategically Attend to precision Look for and make use of structure Look for and express regularity in repeated reasoning

SECTION 6:

Special Education Guidelines

Baldwin School Expectations Regarding Students Currently on IEP's or Referred for Special Education

Individualized Education Programs (IEPs):

"IEP at a Glance"- The "IEP at a Glance" document serves as a summary document provided to general education and specialist teachers for students on IEPs

- IEP at a Glance can be accessed via Aspen (linked from student's profile)
- The complete IEP can be accessed from the student's cumulative folder
- All teachers (including specialists) are responsible for reading and implementing noted instructional and behavioral accommodations
- IEP Case Managers will approach teachers with a sign-off sheet to indicate teachers have read and understand students' needs as delineated in the IEP
- Case Management varies by student/grade level and is typically indicated on the front of the IEP. Case managers may include Special Educators, Related Service Providers, and/or the Psychologist/Team Chairperson
- Any student-specific or procedural questions regarding Special Education can be addressed with the respective Case Manager. If the issue remains uncertain, the Case Manager will consult the Psychologist/Team Chairperson

Consultation with Service Providers for Students on IEPs:

Consultation among teachers and IEP service providers is a requirement of state/federal law for students on IEPs

- The minimum amount of consultation required is noted on the IEP Service Delivery Grid A
- Consults are scheduled collaboratively between the Teacher and Case Manager/Service Provider
- The vast majority of consultations occur individually between a teacher and provider
- A very few number of consults for particularly needy students are designated in the IEP as Team Consults (teacher and all service providers attend together). These consults occur less frequently than other consults, for a longer duration, are scheduled collaboratively, and are facilitated by either the IEP Case Manager or Psychologist/Team Chairperson. The intent of the Team Consult model is to enhance services to a student through team cohesion and collaboration across disciplines.

IEP Team Meeting Participation:

General Education Teacher attendance at IEP meetings is required by law

In preparation for team meetings, please consider the following:

- Provide a 5-10 minute verbal summary of student progress
- Always begin with students' strengths
- Bring data to support your summary including district assessment data (examples of student work are not required but sometimes enhance discussion)

Information about scheduling Team Meetings:

- The entire Special Education Team has reserved two hours per week for participation in Team Meetings (details provided each school year)
- Interns or Paraprofessionals are expected to provide coverage for teachers to attend Team Meetings. The teacher is expected to attend for the duration of the meeting in order to provide input and be informed of assessment results.
- If needed, the teacher must email John or Heidi for classroom coverage at least a week in advance of the meeting.

Special Education Evaluations (Initial/Re-evaluation):

Psychologist typically acts as Case Manager/Chairperson during any evaluation process (infrequent exceptions to this will be noted on the evaluation consent form)

The primary General Education Teacher must complete the DESE Educational Assessment form, available in the Baldwin All Staff Team Drive. You can also email the psychologist directly to request an editable version.

- This form is a required assessment which will be provided to parents with the other evaluation reports
- The form must be typed and returned to the Evaluation Chairperson a week prior to the scheduled Team Meeting

Raising Concerns About a Special Education Student's Ongoing Progress:

Notify the current IEP Case Manager; the Case Manager will determine appropriate next steps which may include consultation regarding enhanced academic or behavioral accommodations

Please Note: there is a formal process for adding additional services to an IEP (e.g., Counseling, other related service, Behavioral Consult/BCBA, etc). Service providers cannot offer services based solely on a teacher's request

- Special Education Team convenes internally with teacher
- Concerns and progress-monitoring data are considered
- Formal evaluation in the area of concern is required before any additional service(s) can be added to an IEP

SECTION 7:

References and Forms for Social-Emotional Learning and Positive Behavior Supports



EXPECTATIONS MATRIX

VOICE LEVELS GRAPHIC

WHOLE BODY LISTENING

SIZE OF THE PROBLEM 1 (GRAPHIC 1)

SIZE OF THE PROBLEM 2 (GRAPHIC 2)

ZONES OF REGULATION

SECTION 8:

General References and Forms Appendix



HISTORY OF THE MARIA L. BALDWIN SCHOOL

CALENDAR REQUEST FORM

OFFICE REFERRAL FORM

VOICEMAIL SETUP

SHORT TERM LEAVE OF ABSENCE FORM

STAFF ON ASSIGNMENT REQUEST

LOST PREP FORM

FIRST SIX WEEKS OF SCHOOL LESSONS

RESPONSE TEAM